DOCUMENT RESUME

ED 367 870 CE 065 960

AUTHOR Werner, Evelyn C., Comp.; Harmon, Cheryl M., Comp.
TITLE Commonwealth of Pennsylvania Adult Education 353 Special Demonstration Projects. Project Abstracts for the Fiscal Year 1992-93.
INSTITUTION Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE 93
NOTE 146p.
PUB TYPE Reference Materials - Directories/Catalogs (132) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Adult Basic Education; Correctional Education; Curriculum Development; Daily Living Skills; Delivery Systems; *Demonstration Programs; Educational Counseling; *Educational Research; Educational Resources; English (Second Language); Evaluation Methods; *High School Equivalency Programs; Literacy Education; Mathematics Instruction; Older Adults; Program Administration; Program Descriptions; Program Implementation; Reading Instruction; *Research Projects; Science Instruction; Social Sciences; Special Needs Students; Staff Development; Student Evaluation; Student Recruitment; *Teaching Methods; Writing Instruction
IDENTIFIERS *353 Project

ABSTRACT

This book contains more than 100 abstracts of projects conducted in Pennsylvania during fiscal year 1992-93 funded through Section 353 of the federal Adult Education Act of 1988 (P.L. 100-297). The projects were developed to strengthen the Adult Basic Education (ABE) program through experimentation with new methods, programs, and techniques. In addition, projects provided staff development for personnel working in ABE programs. Each project abstract includes the following: a project title, number, funding information, contact person with address and telephone number, list of products produced, descriptors, a project description, and conclusions based on the evaluation and findings of each project funded. The projects address various priorities: ABE, General Educational Development test preparation, English as a Second Language, family literacy, work force education, learning disabilities, correctional education, conflict resolution, special needs students, computer uses in literacy education, and volunteer training, among other topics. The book is indexed by descriptors, by project director and agency, and by agency. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 367 870

Commonwealth of Pennsylvania
Adult Education
353 Special Demonstration Projects

Project Abstracts for the Fiscal Year 1992-93

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C Keenan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Pennsylvania Department of Education
Bureau of Adult Basic and Literacy Education
333 Market Street
Harrisburg, PA 17126-0333

CE065560

BEST COPY AVAILABLE

Commonwealth of Pennsylvania
Adult Education
353 Special Demonstration Projects

Project Abstracts for the Fiscal Year 1992-93

Commonwealth of Pennsylvania
Robert P. Casey, Governor

Department of Education
Donald P. Carroll, Jr., Secretary

Bureau of Adult Basic and Literacy Education
Cheryl L. Keenan, Director

Evelyn C. Werner and Cheryl M. Harmon
Compilers

Pennsylvania Department of Education
Bureau of Adult Basic and Literacy Education
333 Market Street
Harrisburg, PA 17126-0333

The Pennsylvania Department of Education (PDE) will not discriminate in its educational programs, activities or employment practices, based on race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, union membership, or any other legally protected classification. Announcement of this policy is in accordance with state and federal laws, including Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

PDE employees and participants who have an inquiry or complaint of harassment or discrimination, or who need information about accommodations for persons with disabilities, should contact the Affirmative Action Officer, Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA 17126-0333.

For additional copies of this publication, please contact the State Literacy Resource Centers at 1-800-992-2283 (Harrisburg) (TDD: 717-783-8445) or 1-800-446-5607 (Gibsonia) (TDD: 412-443-0671)

FOREWORD

Each year, the Pennsylvania Department of Education's Bureau of Adult Basic and Literacy Education awards grants to public and private educational agencies and organizations for the development of special projects. The grants, known as Special Projects, are funded through Section 353 of the Federal Adult Education Act of 1988 (P.L. 100-297). This section mandates that the Department of Education use not less than 15 percent of its annual federal allotment under the Act for special experimental demonstration, staff training and small grant projects. For fiscal year 1992-93, a total of $2,398,614 was allocated to over 100 Section 353 projects.

These grants were used in Pennsylvania to strengthen the Adult Basic Education Program through experimentation with new methods, programs and techniques. In addition, funds were used to provide staff development for personnel working in adult basic education programs. Information about projects is disseminated statewide to encourage the adoption/adaptation of successful practices. Thus, the impact of the funding extends well beyond the initial grant.

Previously, the abstract booklet only described proposed objectives and activities. This year's booklet contains the conclusions, based on the evaluation and findings, of each project funded during the 1992-93 fiscal year.

This year's projects address varied priorities directly related to Adult Basic Education (grade levels 0-8) instruction, General Educational Development (grade levels 9-12) preparation and English as a Second Language as defined in the Adult Education Act. They also focus to a large extent on Family Literacy and Workforce Education.

All projects described in this bo[illegible] are housed at the State Literacy Resource Centers and are available on loan by contacting either center at the following addresses:

AdvancE
PDE Resource Center
333 Market Street - 11th Floor
Harrisburg, PA 17126-0333
Telephone: (717) 783-9192
PA only: (800) 992-2283

Western Pennsylvania Adult
Literacy Resource Center
5347 William Flynn Highway
Route 8
Gibsonia, PA 15044
Telephone: (412) 443-7821
PA only: (800) 446-5607

TABLE OF CONTENTS

SPECIAL EXPERIMENTAL DEMONSTRATION PROJECTS

PAGE

A.A./N.A. STUDENT/TUTOR TRAINING 1

ABLE SUMMER INSTITUTE FOR ADMINISTRATORS 2

ABLE SUMMER INSTITUTE: ADULTS WITH LEARNING DISABILITIES 3

ANTHOLOGY OF INMATE ART 4

ASSESSING THE NEED, ACCEPTABILITY AND RESOURCES FOR ADULT LITERACY STAFF DEVELOPMENT THROUGH DISTANCE EDUCATION IN RURAL PA RECOMMENDED MODELS 5

CATCH THEM, CALM THEM, KEEP THEM 6

CHESTER COUNTY ADULT LITERACY CONSORTIUM (92-93) 7

COMPUTER ASSISTED EVERYDAY BASIC SKILLS 8

CONFLICT RESOLUTION MODEL 9

CONTEXT, THE - AN INMATE NEWSLETTER 10

COOPERATIVE FAMILY LITERACY PROJECT, A 11

DEVELOPING A PRE-EMPLOYMENT SKILLS CURRICULUM FOR THE ESL LEARNER 12

DEVEREUX FOUNDATION LITERACY PROGRAM
CURRICULUM GUIDE FOR AGENCIES CONDUCTING
WORKPLACE LITERACY PROGRAM IN A
HEALTH CARE FACILITY 13

DON'T KNOW MUCH ABOUT GEOGRAPHY:
TRAINING ADULT EDUCATORS TO TEACH
GEOGRAPHY CREATIVELY 14

EFFECTIVENESS OF GROUP INSTRUCTION IN
ADULT LITERACY ACQUISITION 15

ELM BRANCHES OUT! 16

EXLORING THE PAST:
SENIOR LITERACY MODEL 17

EXPLORING CULTURE 18

EXPLORING THE WONDERS OF BOOKS: A
FAMILY LITERACY PROGRAM FOR
CHALLENGED ADULTS 19

FAMILY LITERACY FOR PARENTS IN
BRIDGE HOUSING 20

FAMILY LITERACY TUTOR TRAINING 21

FOCUS ON LITERACY: PROMOTING
PROMISING PRACTICES (92-93) 22

FREEBIES FOR ABLE 23

GED MATH TEACHER'S GUIDE FOR
NON-MATH TEACHERS 24

HANDBOOK: MATERIALS FOR TUTOR TRAINING
IN AN ESL PROGRAM FOR MIGRANT WORKERS . . . 25

HELPING LEARNING DISABLED ADULTS
THROUGH SPECIALIZED TUTORIAL TECHNIQUES . . 26

HUNTINGDON COUNTY ADULT COALITION
SPONSORED STAFF DEVELOPMENT INSERVICE
TRAINING OPPORTUNITIES 27

IN-SERVICE MATH INSTRUCTION PROGRAM
FOR TUTORS 28

SPECIAL EXPERIMENTAL DEMONSTRATION PROJECTS

INDIAN VALLEY ESL STAFF DEVELOPMENT 29

LASER DISC TECHNOLOGY "A VISUAL
APPROACH TO READING" 30

LEARNING DISABILITIES WORKSHOP 31

LEARNING NUTRITION FROM A MULTI-
CULTURAL PERSPECTIVE 32

LITERACY CONSORTIUM OF ALLEGHENY COUNTY 34

LITERACY INITIATIVES FOR FAMILIES WITH
YOUNG DEAF CHILDREN 35

LITERACY LENDING LIBRARY 36

LITERACY PROJECT FOR ADULTS WITH
LEARNING DISABILITIES 37

LUTHERAN CHILDREN AND FAMILY SERVICES
TUTOR TRAINING GUIDEBOOK 38

LVA LANCASTER-LEBANON LITERACY COUNCIL
STAFF DEVELOPMENT PROJECT 39

MASON-DIXON CONFERENCE ON ADULT
EDUCATION 40

MENU SELECTION ASSISTANCE - A WORKPLACE LITERACY CURRICULUM FOR HOSPITAL WORKERS . . 41

MID-STATE LITERACY COUNCIL STAFF DEVELOPMENT 42

NATIONAL ISSUES FORUMS: CITIZENSHIP THROUGH LITERACY 43

NEWSLETTER PROMOTING STUDENT LEARNING AND STUDENT COMMUNITY 44

ON THE WRITE TRACK 45

PARTICIPATORY STAFF DEVELOPMENT 46

PASSAGE: YOUR WORKPLACE AND JOB SKILLS INFORMATION NEWSLETTER 47

PENN OHIO STAFF DEVELOPMENT CONFERENCE 48

PENNSYLVANIA ABLE HANDBOOK FOR PROGRAM ADMINISTRATORS, 1993 EDITION 49

PENNSYLVANIA ADULT LITERACY SURVEY 50

PLATINUM HISTORICAL LITERACY CLASS 51

PRE-MATH/SCIENCE TRAINING FOR CHEMICAL LABORATORY TECHNICIANS 52

PROFESSIONAL DEVELOPMENT PROGRAM FOR ADULT EDUCATORS 53

PROJECT LEARN TO VOTE: LITERACY COUNCIL OF LANCASTER/LEBANON (LVA) 54

PROJECT ON TRACK: A Local Staff Development Project 55

PROJECT SHARE 56

READING TOGETHER: TOWARDS A
COLLABORATIVE APPROACH
A FAMILY LITERACY APPROACH 57

READING, WRITING AND REGISTERING
THROUGH THE DEMOCRATIC PROCESS 58

REGION 1 STAFF DEVELOPMENT CENTER 59

REGION 2 STAFF DEVELOPMENT NETWORK 60

REGION 3 STAFF DEVELOPMENT CENTER 61

REGION 4 STAFF DEVELOPMENT FOR
ADULT EDUCATION 62

REGION 5 STAFF DEVELOPMENT 63

REGION 6 STAFF DEVELOPMENT IN
ADULT EDUCATION 64

REGION 7 TRI-VALLEY STAFF DEVELOPMENT
CENTER 65

REGION 8 STAFF DEVELOPMENT CENTER 66

REGION 9 STAFF DEVELOPMENT CENTER 67

RETAINING RELUCTANT LEARNERS IN ABE
THROUGH THE STUDENT INTAKE PERIOD 68

SCOLA TRAINING PROJECT: TUTOR AND
COMPUTER-ASSISTED INSTRUCTION (CAI) 69

SEARCH FOR TOMORROW'S STUDENT, A 70

SECOND TIME AROUND FAMILY LITERACY 71

SENIORS: CURRENT EVENTS AND CONSUMER AWARENESS 72

SKILLS ENHANCEMENT, SUSQUEHANNA COUNTY 73

SMALL-GROUP TUTORING USING LOCAL NEWSPAPERS 74

STAFF DEVELOPMENT 75

STAFF DEVELOPMENT COURSE ABOUT LEARNING PROBLEMS IN ADULTS 76

STAFF DEVELOPMENT FOR ABLE PROVIDERS IN DELAWARE COUNTY 77

STAFF DEVELOPMENT FOR ARIN IU 28 ADULT EDUCATION STAFF 78

STAFF DEVELOPMENT FOR VOLUNTEERS: DISTANCE EDUCATION THROUGH THE HOME STUDY OPTION 79

STAFF DEVELOPMENT MODEL FOR USE OF A COMPREHENSIVE ASSESSMENT SYSTEM IN ADULT LITERACY PROGRAMS 80

STAFF DEVELOPMENT WORKSHOPS ABOUT ADULTS WITH LEARNING DISABILITIES 81

STAFF DEVELOPMENT: A SOUTHWESTERN PENNSYLVANIA COLLABORATION 82

STAFF DEVELOPMENT: COMPUTER-AIDED INSTRUCTION 83

STAFF DEVELOPMENT: WRITING WORKSHOPS 84

STAFF DEVELOPMENT: COUNSELING AND COMMUNICATION 85

STAFF EDUCATION FOR
LANGUAGE ACQUISITION 86

STAFF ORIENTATION MANUAL FOR ADULT
BASIC AND LITERACY EDUCATION PROVIDERS . . . 87

STAFF TRAINING FOR AN EFFECTIVE
TEACHING OF ESL TO ASIAN ADULTS 88

STATEWIDE STAFF TRAINING: ESL
TEACHING AND ASSESSMENT TECHNIQUES 89

STUDENT LEGAL ISSUES 90

STUDY GUIDE TO PREPARE FOR NEW
WRITTEN CITIZENSHIP EXAMINATION:
A GUIDE FOR BEGINNER LEVEL ESL STUDENTS . . 91

SUCCESS STORIES: EMPOWERING ADULT
LEARNERS 92

SUMMER INSTITUTE FOR CORRECTIONAL
EDUCATORS 93

SUMMER INSTITUTE FOR ESL TEACHERS AND
TUTORS AT LEHIGH 94

SUMMER INSTITUTE: FAMILY LITERACY 95

TAKING THE LANGUAGE HOME 96

TEACHERS TRAINING TEACHERS IN CULTURE
COMMUNICATION AND CURRICULUM 97

TEACHING STRATEGIES FOR ESOL VOLUNTEERS 98

TLC'S TRAINING TRAINERS PROJECT 99

TOPICS FOR LEHIGH COUNTY SENIORS 100

TUTOR TRAINING DEVELOPMENT WORKSHOPS 101

USING NATIONAL ISSUES FORUMS IN A
BASIC LITERACY PROGRAM 102

USING STAFF DEVELOPMENT TO IMPROVE
RETENTION OF SPECIAL NEEDS STUDENTS 103

UTILIZING DBASE IV IN AN ADULT
EDUCATION ENVIRONMENT 104

VALLEY THAT READS, THE 105

VERIFYING APPLIED LITERACY SKILLS IN
ABE PROGRAMS (VALS) 106

VISUAL LITERACY: A NEGLECTED COMPONENT 107

VISUALLY IMPAIRED AND ADULT EDUCATION
HANDBOOK 108

VOLUNTEER AWARENESS AND
EDUCATION ENABLING
STAFF DEVELOPMENT PROJECT FOR VOLUNTEER
LITERACY TUTORS 109

WHAT DOES THAT MEAN ? (VIDEO FOR USE
WITH THE CULTURAL LITERACY HANDBOOK) 110

WHAT'S THE BUZZ?"--PENNSYLVANIA'S
ADULT BASIC AND LITERACY EDUCATION
DISSEMINATION NEWSLETTER 111

WORKFORCE LITERACY PROJECT G.A.T.P.
DEMONSTRATION OF PROJECT G.A.T.P. 112

WORKPLACE LITERACY TRAINING SEMINAR:
STRATEGIES FOR DESIGNING
WORKPLACE LITERACY PROGRAMS 113

PA 98-3009 $ 9,150 AE 3025-842

A.A./N.A. STUDENT/TUTOR TRAINING

Rose Brandt
Center for Literacy, Inc.
636 South 48th Street
Philadelphia PA 19143
(215) 474-1235

PRODUCTS:

Final Report
Handbook: "A.A./N.A. Student/Tutor Training"

DESCRIPTORS:

Counseling Tutoring

The purpose of this project was to help low literate Alcoholics Anonymous (A.A.) and Narcotics Anonymous (N.A.) members, develop the reading and writing skills needed to participate fully in A.A. and N.A. programs. Tutor training and instructional materials were developed. A.A. and N.A. members were trained to work together as student/tutor pairs. The materials were also used for tutoring, small group instruction, and inservice meetings with A.A. and N.A. members.

The activities and materials developed were based on the following assumptions: 1) participants were part of an A.A. or N.A. program, 2) participants had access to the materials recommended in the training, 3) participants recognized the importance of adequate reading and writing skills to participate fully in A.A. and N.A. programs; and 4) participants wanted to either improve their own reading and writing skills, or tutor another A.A. or N.A. member. The activities in this project do not replace participation in A.A. and N.A. programs.

Three sessions trained A.A. and N.A. members on how to improve reading and writing skills while using A.A. and N.A. materials.

Conclusions:

The tutor training and instructional materials were field tested with both A.A. and N.A. members. Revisions were made when necessary, based on the field tests.

PA 99- $ 31,078 AE 3025-843

ABLE SUMMER INSTITUTE FOR ADMINISTRATORS

Nancy Woods
Adult Literacy Action
Penn State - Beaver Campus
Wal-Mart Plaza
Monaca PA 15601-2417
(412) 773-7811

PRODUCTS:

Final Report

DESCRIPTORS:

Administration

This was a three-day staff development institute for ABLE program administrators. This workshop included presentations on; 1) improving professional relationships with superiors, peers and subordinates dealing with difficult and challenging situations and people; 2) planning for emergencies; 3) controlling for losses and development of contingency plans; 4) transforming visions into reality, 5) marketing your program; and 6) integrating technology into reality.

PA 99-3006 $ 39,692 AE 3025-844

ABLE SUMMER INSTITUTE: ADULTS WITH LEARNING DISABILITIES

Dr. Eunice N. Askov
Institute for the Study of Adult Literacy
Pennsylvania State University
204 Calder Way, Suite 209
University Park PA 16801
(814) 863-3777

PRODUCTS:

Final Report

DESCRIPTORS:

Staff Development Special Needs

The primary goal of this institute was to enhance the knowledge and skills of approximately 90 ABLE teachers, administrators, and tutors within four major domains of activities on adult learning disabilities: 1) definitions and characteristics, 2) assessment of adults suspected of having learning disabilities, 3) linkages in the provision of services to adults with learning disabilities, and 4) instructional strategies. Participants received commercial and specially created materials on the topic.

Conclusions:

Evaluation included a telephone needs assessment before the Summer Institute to ensure that the content met the needs of ABLE providers. Participants also responded to a questionnaire at the institute concerning the application of information and knowledge gained during the institute. Responses to a three month follow-up evaluation indicated that 89% of the participants agreed that they would attend the institute again, and all would recommend the institute to a friend. Ninety-two percent indicated that they have done things differently and materials have been used by 85% of the participants.

Survey results indicated a high level of satisfaction with the institute and a significant degree of perceived impact on practice. The majority of the participants seem to have learned information they can apply, identified resources they can make use of, and made contacts they hope to utilize in the future.

PA 98-3015 $ 5,000 AE 3025-948

ANTHOLOGY OF INMATE ART

Kim Hawk
Fayette County Community Action Agency, Inc.
137 North Beeson Avenue
Uniontown PA 15401
(412) 437-6050

PRODUCTS:

Final Report
Anthology

DESCRIPTORS:

Correctional Education Language Arts

This is a collection of poems and art work that was developed by inmate students as part of their literature studies for ABE/GED class. The project taught them valuable skills such as team work, and to instill in them the belief that they can do something positive in life. It was also hoped that the project would encourage other inmates to sign up for literacy classes.

Conclusions:

A pre and post test were administered to students. Outside organizations and the general public were also surveyed concerning the anthology. The final evaluation of the anthology proved that it was a tremendous success among the inmates and the staff, as well as within community organizations. There has also been increased enrollment in the GED/ABE classes.

PA 98-3001 $ 17,602 AE 3025-845

ASSESSING THE NEED, ACCEPTABILITY AND RESOURCES FOR ADULT LITERACY STAFF DEVELOPMENT THROUGH DISTANCE EDUCATION IN RURAL PA RECOMMENDED MODELS

Dr. Alan Quigley
Institute for the Study of Adult Literacy
Penn State University
204 Calder Way, Suite 209
University Park PA 16801-4756
(814) 863-3777

PRODUCTS:

Final Report
Needs Assessment, Literature Review, Models

DESCRIPTORS:

Technology Research

A survey was conducted of literacy and ABE providers in rural Pennsylvania to determine the acceptance of using distance education for staff development, their comfort with various modes of interactive technology, and their accessibilities of various equipment. Three hundred and sixty surveys were mailed to policy-makers, administrators, teachers and tutors with a 45% return.

Conclusions:

The project was evaluated by a seven member committee from staff development projects in rural Pennsylvania. Input was also received from the Institute for the Study of Adult Literacy and the Center for the Study of Distance Education. Results included extensive data, recommendations and conclusions about each objective. Survey results indicate that ABLE staff are interested in distance education for staff development, if such a system can be produced.

PA 99-3034 $ 14,530 AE 3025-848

CATCH THEM, CALM THEM, KEEP THEM

Carol Duff
CIU 10 Development Center for Adults
RR # 1, Box 374
West Decatur PA 16878
(814) 342-0884

PRODUCTS:

Final Report

DESCRIPTORS:

Counseling

This project addressed the topics of recruitment and retention of students in rural central Pennsylvania. Project objectives were: 1) to assist adult educators in developing and utilizing techniques to relieve student anxiety and stress which could lead to failure, 2) to increase adult education awareness of situations and conditions which contribute to student dropout rates, and 3) to increase adult educators ability to communicate effectively with students who display problems with hygiene, substance abuse, and behavior. Guest lecturers and project staff presented topics via seminar format. The four topics addressed were: Methods of Recruitment; Overcoming Test Anxiety; Curbing the Dropout Rate; Effective Communication Techniques.

Conclusions:

Workshop participants completed evaluation forms on the day of the workshop, and follow-up evaluation forms were completed one month after the workshop. In depth discussions the day of the workshop and comments made on evaluation forms confirm the need for improved methods of recruitment and retention of adult learners. Adult educators benefitted significantly from staff development activities which give them an opportunity to exchange ideas and explore trends in adult education.

PA 98-3039 $ 54,874 AE 3025-849

CHESTER COUNTY ADULT
LITERACY CONSORTIUM (92-93)

Carol M. Brane
Chester County Intermediate Unit
150 James Hance Court - Oaklands
Exton PA 19341
(610) 524-5105

PRODUCTS:

Final Report
Handbook-"Anthology-A Collection of Writings"

DESCRIPTORS:

Administration

Conclusions: Realization of General Goals was more than adequate (4.63 on 5.0 scale). Realization of Specific Plans (70 yes/2 no on a yes/no scale). Management Quality was more than adequate (4.03 on 5.0 scale). Member Involvement was more than adequate (4.66 on 5.0 scale). Impact on Targeted Clientele showed some improvement (4.3 on 5.0). The Chester County Adult Literacy Consortium exists as a group of adult literacy providers who are coordinated in student referrals, program expansion, outreach efforts, and staff development projects. As other county agencies become involved in adult literacy, Consortium membership will be extended to them. Administrative fiscal responsiblity will no longer rest with one agency. Each member will be responsible for its own proposal writing and fiscal reporting.

PA 98-3030 $ 18,900 AE 3025-852

COMPUTER ASSISTED EVERYDAY BASIC SKILLS

Carol Molek
Tuscarora IU 11 Adult Education & Job Training Center
MCIDC Plaza, One Belle Avenue, Bldg. # 58
Lewistown PA 17044
(717) 248-4942

PRODUCTS:

Final Report
Modular Computer Curriculum

DESCRIPTORS:

Curriculum Technology

This project's goal was to develop and utilize a computer-assisted comprehensive life skills curriculum partly based upon an existing life skills program "Everyday Basic Skills" and adding new modules. Computer software was developed in civics, laws and legal issues relevant to Pennsylvania. A peer trainer program enabled students to help other students. This experience increased self esteem for the trainer. Additional literacy level modules and advanced post GED modules expanded the program for further advancement of the students. The computer component captured the students' interest and expanded attention spans of even the most restless student.

Conclusions:

A comprehensive computer assisted curriculum was produced and tested with 34 ABE students. Self-paced computer-assisted lessons enabled the slower students to achieve mastery of critical material.

PA 98-3019 $ 10,463 AE 3025-854

CONFLICT RESOLUTION MODEL

Monty Wilson
Center for Literacy, Inc.
636 South 48th Street
Philadelphia PA 19143
(215) 474-1235

PRODUCTS:

Final Report
Conflict Resolution Skills Manual; Handbook

DESCRIPTORS:

Counseling

The purpose of this project was to develop an instructional model and produce a Conflict Resolution Learners' Handbook for ABLE and ESL programs.

Conclusions:

The project approach was modified after initial use of conflict resolution as a topic in a class created conflict between learner's beliefs and the values in conflict resolution theory. Emphasis was then changed from theory to drawing on examples of conflict in every day lives of learners. An instructional model based on the instructor's application of conflict resolution techniques was built on learner's existing knowledge and strengths in conflict resolution while providing them with the opportunity to learn about specific methods for addressing conflict in most situations.

The model has two dimensions: structural framework and application. The structural framework includes preview, skill development, sharing modeling and closure. Application issues addressed the learner's doubts, questions and emotions, which arose during the workshops through modeling and opportunistic teaching.

As a special demonstration project, CFL used appropriate re-evaluation approaches early in the project to refine the objectives according to the response of the pilot groups.

PA 98-3023 $ 2,510 AE 3025-855

CONTEXT, THE - AN INMATE NEWSLETTER

Robert Whitmore
Manito, Inc.
7564 Browns Mill Road
Chambersburg PA 17201
(717) 375-4733

PRODUCTS:

Final Report
Issues of Newsletter

DESCRIPTORS:

Correctional Education Language Arts/Writing

The project's objective was to strengthen the writing skills of inmates through a bi-monthly newspaper. The newspaper was written and designed by the inmates of the Franklin and Adams County Prisons. Three issues of the newspaper were produced at the Franklin County Prison and six issues were produced at the Adams County Prison.

Conclusions:

The newspaper project was very worthwhile. Even though no increase in writing skills was documented, the inmates enjoyed writing and sharing these thoughts and ideas. This was a great source of pride to them, especially to those performing at a low level. Extra copies of the newspaper were sent home to parents and families. The newspaper also provided communication between the inmates and the administration. Both prisons have agreed to continue the program.

PA 98-3014 $ 5,000 AE 3025-856

COOPERATIVE FAMILY LITERACY PROJECT, A

Kim Hawk
Fayette County Community Action Agency, Inc.
137 North Beeson Avenue
Uniontown PA 15401
(412) 437-6050

PRODUCTS:

Final Report

DESCRIPTORS:

Family Literacy

The purpose of this project was to provide economically and educationally disadvantaged parents of teenagers with basic/parenting skills instruction. While also providing other support services related to the needs of these families.

The objectives of this project were: 1) to establish a cooperative linkage with the Uniontown School District in the development of a family literacy program for 30 undereducated parents of junior high school students, 2) to provide two 16-hour sessions providing basic skills, parenting instruction to provide health and human services (i.e. family finances, housing pregnancy, drugs, nutrition), and 3) to facilitate monthly support groups for parents participating in the program.

Conclusions:

The methods used to evaluate the parents were pre and post TABE tests and evaluation forms.

PA 98-3010 $ 17,000 AE 3025-857

DEVELOPING A PRE-EMPLOYMENT SKILLS CURRICULUM FOR THE ESL LEARNER

Vuong G. Thuy
Indochinese-American Council
4936 Old York Road
Philadelphia PA 19141
(215) 457-0272

PRODUCTS:

Teacher's Manual

DESCRIPTORS:

ESL Workforce Education

The goal of this project was to develop instructional material especially designed to help limited English proficient (LEP) adults become economically self-sufficient.

The majority of LEP adult students come from countries where many English words related to pre-employment skills, such as "resume", have no equivalents in their languages.

Along with bilingual glossaries (in English/Vietnamese, English/Cambodian, English/Laotian) 10 structured lessons were produced to teach pre-employment skills. This curriculum can be easily adapted for classroom instruction in other languages. Two workshops on the development and use of the product were conducted for the benefit of the IAC staff, ESL instructors, volunteers and program directors in the city of Philadelphia.

Conclusions:

The end product was field-tested. The staff's involvement was an educational process beneficial to them in terms of professional growth and commitment.

PA 98-3031 $ 11,634 AE 3025-858

DEVEREUX FOUNDATION LITERACY PROGRAM CURRICULUM GUIDE FOR AGENCIES CONDUCTING WORKPLACE LITERACY PROGRAM IN A HEALTH CARE FACILITY

Haywood Turrentine
Chester County Intermediate Unit
150 James Hance Court - Oaklands
Exton PA 19341
(610) 524-5107

PRODUCTS:

Final Report
Program Guide

DESCRIPTORS:

Workplace Literacy

This project was designed to provide on-site workplace literacy instruction to staff of the Devereux Foundation, a private health care facility. The professional staff at the Devereau Foundation decided to help the non-professional staff improve their ability to complete assigned tasks with minimal help in an effort to raise their self esteem. The objectives of the project were: 1) to assess employees interest in basic skills or ESL instruction; 2) to determine health care information to be addressed in this program and incorporate it into the OIC literacy curriculum; 3) to train a minimum of 10 tutors and to instruct 20 students (4 hours per week for 40 weeks); and, 4) to develop a format for implementing programs of instruction in similar facilities locally and statewide. Final report includes sample patient or staff evaluation forms from Devereux and a short curriculum outline from OIC.

Conclusions:

The project resulted in a curriculum including health care vocabulary, sample caretaker forms, and outlines of curriculum objectives.

PA 98-3030 $ 22,808 AE 3025-859

DON'T KNOW MUCH ABOUT GEOGRAPHY:
TRAINING ADULT EDUCATORS TO TEACH
GEOGRAPHY CREATIVELY

Daryl Gordon
Lutheran Settlement House Women's Program
1340 Frankford Avenue
Philadelphia PA 19125
(215) 426-8610

PRODUCTS:

Final Report
Manual: "Exploring New Territory"

DESCRIPTORS:

Social Studies Curriculum

The objectives of this project were to develop a student-centered, multi-cultural geography curriculum for adult basic education teachers and to train them in new methods of teaching geography. The project's product was a manual for use in training adult education teachers to present geography as a dynamic and important subject to study. It is organized so that the activities begin with what students already know about the local geography and cultures of cities, counties, states, and countries.

Conclusions:

The geography project met its goals and objectives. Four classes participated in field testing the manual. Both teachers and students evaluated the lessons favorably. Students in the classes which field tested the manual performed significantly better on the Social Studies section of the GED than students who did not field test the manual.

Students learned a great deal about geography and different cultures through this geography project. Teachers learned many new activities and resources to incorporate geography into the adult education classroom.

PA 98-3034 $ 23,000 AE 3025-860

EFFECTIVENESS OF GROUP INSTRUCTION IN ADULT LITERACY ACQUISITION

Karen Mundie
Greater Pittsburgh Literacy Council
100 Sheridan Square, 4th Floor
Pittsburgh PA 15206
(412) 661-7323

PRODUCTS:

Final Report

DESCRIPTORS:

Research Tutoring

The objectives of this project were: 1) to contrast two instructional outcomes, two student behaviors, and one teacher behavior across two instructional modes-group instruction and one-to-one tutoring--and across two teacher types--paid professionals and volunteer tutors, and 2) to contrast students' reading level, personal goals accomplishment, the relationship among students; reading level gain, attendance, dropout rates, comprehension skill acquisition versus decoding skills acquisition across instructional modes.

The Adult Basic Learning Examination and the Slosson Oral Reading Test were administered to assess reading proficiency gain over the year. Information about personal goal accomplishment was collected from the Annual Pennsylvania Department of Education Adult Literacy Program Student Data Forms and standard GPLC intake interview and follow-up forms. Attendance and program completion information was derived from a review of teachers' monthly records.

Reading proficiency gain did not differ significantly across instructional modes. One-to-one instruction students reported achieving a greater proportion of their identified personal goals. Reading proficiency gain was found to correlate negatively with years of formal schooling and positively with age of students.

Larger, long-term investigations are needed to definitively address the factors underlying relationships among reading proficiency gain, goals accomplishment, and instructional modes.

PA 98-3044 $ 16,277 AE 3025-861

ELM BRANCHES OUT!

Eleanora S. Bell
Northampton Community College Adult Literacy Program
3835 Green Pond Road
Bethlehem PA 18017
(610) 861-5427

PRODUCTS:

Final Report
Curriculum Modules

DESCRIPTORS:

ESL Curriculum

"ELM, English Language Matrix, an Integrated Language and Life Skill Competency Based Curriculum" was originally produced and funded as Section 372 Project # 66-0004 by the Pennsylvania Department of Education in 1990-91. The goal of ELM was to provide ESL adult educators with a competency-based matrix to guide curriculum development, assess student competence on a broad range of functional and linguistic skills, and assist in the selection of appropriate materials for instruction.

"ELM Branches Out!" targets new instructors or tutors teaching English as a Second Language students to attain self-sufficiency in an English language environment. The core curriculum document consists of eleven thematic units which are in seven levels of life skill and employment competencies. Each competency is a demonstrated ability to successfully perform a language task that addresses real life needs for self-sufficiency.

Conclusions:

Pilot use of the curriculum and presentation at various workshops have indicated that the curriculum meets the need for a competency-based matrix.

PA 98-3003 $ 9,000 AE 3025-863

EXLORING THE PAST:
SENIOR LITERACY MODEL

Lynne Burke
Greater Erie Community Action Committee
18 West Ninth Street
Erie PA 16501
(814) 459-4581

PRODUCTS:

Final Report
Curriculum

DESCRIPTORS:

Older Adults Language/Reading

GECAC designed a program of basic language/writing skills that enhanced the literacy levels of seniors, age 65 or older. Computer literacy, as well as basic word processing skills, was taught along with basic language/writing skills in a non-threatening learning environment. The project objective was to increase by at least one grade level over the duration of the project the basic language/writing skills of seniors, aged 65 or older, as measured by the language sections of the TABE (Test of Adult Basic Education).

Conclusions:

Instructional activities were centered around the seniors' recollections of their past experiences. The recollection served as the core (medium) for stories reproduced on the computer. These stories were gathered into a bound chronicle of personal experiences. The chronicle is available for use in Head Start classrooms throughout the state.

PA 98-3012 $ 26,095 AE 3025-864

EXPLORING CULTURE

Yvette Walls
Center for Literacy, Inc.
636 South 48th Street
Philadelphia PA 19143
(215) 474-1235

PRODUCTS:

Final Report
Multicultural Curriculum

DESCRIPTORS:

Social Studies

The objectives of this project were: 1) to develop a multi-cultural curriculum using themes; 2) to provide a vehicle for recording and validating the experiences and knowledge of adult learners of various backgrounds; 3) to provide learner-written, high interest, low level reading materials, and 4) to encourage the development of high level analytical skills by investigating themes across learner populations. The project produced ten packets of learner-developed cultural materials. The themes were piloted with 152 learners in 10 classes; the second pilot with 188 learners was completed in 16 classes. Both the process of developing materials with learners and using these materials with other learners was documented in model lesson plans as proposed.

Conclusions:

The project concludes that the culture, the customs, the experience, and the knowledge and traditions of a given people is best described by individuals who share that culture.

PA 98-3016 $ 3,061 AE 3025-946

EXPLORING THE WONDERS OF BOOKS: A FAMILY LITERACY PROGRAM FOR CHALLENGED ADULTS

Dr. Gertrude A. Barber Center
136 East Avenue
Erie PA 16507
(814) 453-7661

PRODUCTS:

Final Report

DESCRIPTORS:

Special Needs Family Literacy

The project established and operated a family literacy program for adult students with mild learning challenges including mental retardation. The main objective of this program was to upgrade the reading skills of parents, and at the same time, introduce them to a wide variety of children's literature.

Conclusions:

This program was designed for a class of no more than fifteen parents. Each week students were introduced to a group of books all pertaining to the same topic. Over the twenty sessions, parents were exposed to science and nature, early childhood experiences, educational, and fantasy books.

The final phase of this project was the development of a project journal that includes sample lesson plans, materials, and some of the observations made by both the teacher and the participating parents. The techniques and materials could be useful to educators teaching parents who find reading a children's book too much of a challenge, or parents who lack the knowledge to share the love of both books and learning with their children.

PA 98-3046 $ 5,675 AE 3025-865

FAMILY LITERACY FOR PARENTS IN BRIDGE HOUSING

Judith Aaronson
Literacy Consortium of Allegheny County
Goodwill Industries of Pittsburgh/PLI
2600 East Carson Street, 6th floor
Pittsburgh PA 15203
(412) 481-9005

PRODUCTS:

Final Report

DESCRIPTORS:

Family Literacy Special Needs

The primary objective for this project was to increase the amount of time that homeless parents residing in bridge housing facilities spend in independent literacy activities with their children. The specific target activity was reading aloud to the children. The target audience for this program was parents of infants, toddlers, and preschoolers who were residing in any of four bridge housing facilities located in the Greater Pittsburgh area. Due to the populations served by these agencies, all participants were women. Child care was provided while the parents were participating in the workshops.

Conclusions:

The program was evaluated on a weekly basis, and at the end of the six session workshop, to determine if the content was appropriate for and acceptable to the women at the bridge housing programs. Participants also evaluated the workshop sessions at the last session by writing a paragraph concerning their feelings about the workshop and how reading aloud has improved or changed their relationships with their children. A total number of 48 women benefitted as a result of their participation in this project with 98 children benefitting indirectly.

PA 99- $ 2,000 AE 3025-866

FAMILY LITERACY TUTOR TRAINING

Mary Jendrey
Alle-Kiski Literacy Council
880 Barnes Street
New Kensington PA 15068
(412) 335-0707

PRODUCTS:

Final Report

DESCRIPTORS:

Tutoring

This project will recruit and train five volunteer tutors to each work with an individual family in the Families Learning Together family literacy program. The tutors will work with an adult low literate reader to train that adult to read to and with their children. The volunteer tutors will be recruited from an established referral network of community service organizations, such as Head Start and WIC, local social service agencies and churches. They will work with low literate parents (=> eighth grade.)

PA 99-3041 $ 17,625 AE 3025-867

FOCUS ON LITERACY: PROMOTING PROMISING PRACTICES (92-93)

Sherry Royce
Royce & Royce, Inc.
1938 Crooked Oak Drive
Lancaster PA 17601
(717) 569-1663

PRODUCTS:

Final Report
Six (6) Issues of FOCUS

DESCRIPTORS:

Dissemination

FOCUS on Literacy: Promoting Promising Practices featured exemplary Section 353 special projects and outstanding practices of adult educators in the Commonwealth. Selections were based upon projects recommended by 12 FOCUS members who reviewed Pennsylvania's 353 Special Projects. This review included 114 FY 1991 and 1992 projects in the areas of family literacy, workplace literacy, program improvement, special populations, curriculum development, recruitment and retention. Thirty-four outstanding projects selected by the panel were described in FOCUS Bulletins. The project editor also compiled an annotated listing of 117 "outstanding" special 353 projects, which had been funded by the Pennsylvania Department of Education between 1976 and 1990. This listing was distributed in booklet form to the nine ABLE regional staff development centers.

PA 99-3012 $ 10,950 AE 3025-868

FREEBIES FOR ABLE

Tana Reiff
New Educational Projects, Inc.
P.O. Box 182
Lancaster PA 17603
(717) 299-8912

PRODUCTS:

Final Report
32-page Catalog

DESCRIPTORS:

Dissemination Daily Living Skills

This catalog is a "handy" reference to sources of learning materials which adult education practitioners can obtain for use with adult basic and literacy education students in Pennsylvania. The first stage of the project included: 1) researching sources of free materials; 2) requesting sample copies of selected items; and 3) evaluating the materials using standard criteria. The second stage of the project compiled information, designed and printed a catalog of all the materials judged to be appropriate for ABLE teachers and students.

Conclusions:

The catalog was produced according to plan and on schedule with a review of the draft by five selected readers and by an external evaluation survey. The number of materials received through the research methods used were disappointingly low, though adequate for the project's purposes.

PA 99-3058 $ 5,000 AE 3025-850

GED MATH TEACHER'S GUIDE FOR
NON-MATH TEACHERS

Kathy Kline
Chester County Intermediate Unit
150 James Hance Court - Oaklands
Exton PA 19341
(610) 524-5107

PRODUCTS:

Final Report
Teaching Manual

DESCRIPTORS:

GED Math

This project resulted in a teachers' guide for non-math teachers to aid in the instruction of the algebra and the geometry portions of the GED Test. It provides instructional information to aid non-Math, as well as Math teachers in presenting Algebra and Geometry topics.

Conclusions:

The guide was examined, evaluated and edited by both a Math teacher and a non-math teacher teaching GED students.

PA 99-3011 $ 9,432 AE 3025-869

HANDBOOK: MATERIALS FOR TUTOR TRAINING
IN AN ESL PROGRAM FOR MIGRANT WORKERS

Dr. Barbara Mooney
Washington-Greene Community Action Corporation
22 West High Street
Waynesburg PA 15370
(412) 852-2029

PRODUCTS:

Final Report
Handbook

DESCRIPTORS:

ESL Tutoring

The goal of this project was to develop more indepth tutor training materials for volunteers working with ESL migrant workers. Existing materials were compiled and organized into a resource handbook with necessary tutor supplies and a teaching of English survival kit (i.e bilingual dictionary, color-coded cards, sample lessons).

Conclusions:

The project was evaluated through a survey of the trained volunteers to determine their opinions of the value of the training and the handbook, compared to previous training they had received.

Volunteer tutors previously had relied heavily upon the instructor for lesson planning material preparation, but with the aid of the handbook they are better able to prepare and present lessons. Most lessons in the handbook can be completed by families with small children.

PA 99-3025 $ 5,000 AE 3025-870

HELPING LEARNING DISABLED ADULTS
THROUGH SPECIALIZED TUTORIAL TECHNIQUES

Pieter Miller
Reading Area Community College
P.O. Box 1706
Reading PA 19603-1706
(610) 372-4721

PRODUCTS:

Final Report

DESCRIPTORS:

Special Needs Tutors

The objectives of the project were: 1) to train ABE instructors to identify learning disabled adult students in their classrooms, and; 2) to help the students transfer their new skills to everyday family, job and community living. A series of three, three-hour in-service sessions were conducted for instructors and tutors to learn alternative techniques for learning disabled students.

Conclusions:

Regular classroom instructors and volunteer tutors were better able to assist learning disabled students on an individual basis, after being trained in the use of alternate techniques.

PA 99-3043 $ 2,712 AE 3025-851

HUNTINGDON COUNTY ADULT COALITION
SPONSORED STAFF DEVELOPMENT INSERVICE
TRAINING OPPORTUNITIES

Linda Hoenstine
Huntingdon County Adult Coalition
Huntingdon County Area Vo-Tech School
Annex Office, Box E
Mill Creek PA 17060
(814) 643-4136

PRODUCTS:

Final Report

DESCRIPTORS:

Staff Development
Administration
Delivery Systems

The Huntingdon County Adult Education and Literacy Coalition was formed in 1990 and consists of five adult education service providers and representatives from business and industry and school districts. Its goals are to encourage collaboration, to streamline the referral system and to promote greater participation of a broad base of representatives. This project resulted in a series of five workshops which offered inservice training opportunities to 77 participants from varied backgrounds. Workshop topics were determined from a needs assessment of service providers and included: Teaching Writing Skills; Learning Styles and Interest Inventories; Integrating Life and Basic Skills; Dealing with Stress and Student Self-Esteem; and, Community Linkages, Networking and Utilizing Resources: an Interactive Session. Local advertising of the workshops was performed by coalition volunteers and was expanded through the Region 5 Staff Development Center.

Conclusions:

Workshop participants rated the workshop facilitators, choice of topics, and methods of presentation to be useful towards their work with adult education. The inservice training proved to be successful based on attendance and follow-up evaluation.

PA 99-3013 $ 4,087 AE 3025-847

IN-SERVICE MATH INSTRUCTION PROGRAM
FOR TUTORS

Ellen McDevitt
South Hills Literacy Improvement Center
301 Church Road
Bethel Park PA 15102
(412) 854-8415

PRODUCTS:

Final Report
Instructional Package

DESCRIPTORS:

Mathematics

This project developed a tutor in-service training program in math. The content was based on the results of tests administered to literacy students. Training sessions were held at three sites in Allegheny County and included an examination of math principles, a review of results of student testing, and instruction on teaching the math principles found to be most needed by the student population. An annotated bibliography of existing math instructional materials was compiled and included with the workshop handbook.

Conclusions:

After testing nearly 100 literacy students, the agency found that knowledge of math varied widely no matter what the presumed level of understanding was. Several interesting observations about students were reported in the project. Older students were unfamiliar with the fill-in circle style format of tests. Students seemed to become comfortable with moving from their chairs and working with one another. Therefore, the training program for tutors relied on hands-on, manipulative (materials not included as product) based instruction. The project director concluded that all student instruction must begin at the same point. The instructional package developed was found to be effective and beneficial by participants, but they requested more examples and anecdotal information.

PA 99-3042 $ 4,623 AE 3025-871

INDIAN VALLEY ESL STAFF DEVELOPMENT

Richard G. Detwiler
Indian Valley Opportunity Committee
201 Main Street
Souderton PA 18964
(215) 723-5430

PRODUCTS:

Final Report

DESCRIPTORS:

Staff Development Tutoring

This project permitted IVOC to provide a variety of professional development activities to its part-time ESL teaching staff.

The objectives of this project were: 1)to increase participation of ESL teaching staff and ESL volunteer tutors in professional development activities, and 2) to enhance the quality of ESL instructional services by a community-based organization in a multicultural community setting.

Conclusions:

Fifty-eight staff attended a variety of ABE functions. The qualitative effect of participation by these individuals was assessed through informal discussions at an end-of-year staff meeting.

It was concluded that part-time ESL teachers are more likely to attend workshops, conferences, and even staff meetings when offered financial assistance. Morale and retention are improved when staff are involved in professional circles outside of their twice-a-week classrooms.

PA 98-3028 $ 16,293 AE 3025-874

LASER DISC TECHNOLOGY "A VISUAL APPROACH TO READING"

Carol Molek
Tuscarora IU 11 Adult Education & Job Training Center
MCIDC Plaza, One Belle Avenue, Bldg. # 58
Lewistown PA 17044
(717) 248-4942

PRODUCTS:

Final Report
Curriculum

DESCRIPTORS:

Technology
Science
Social Studies

"Laser Disc Technology: A Visual Approach to Reading" developed a planned course of study using laser disc software to enhance the study of Social Studies, Science, and Literature and the Arts in ABE/GED reading classes. By using the laser disc materials with the reading passages, students were provided an opportunity to develop transferrable skills for success on the GED test and in future learning situations.

Conclusions:

A planned course of study was developed that combined laser disc software with ABE/GED reading curriculum. The 25 ABE students that were served by this project had the opportunity to be involved with an exceptional method of reading instruction. The students responded very positively. Laser disc instruction added a unique, visual dimension of learning to the ABE reading curriculum. The laser disc curriculum can be easily adapted to any ABE/GED program.

PA 99-3054 $ 6,061 AE 3025-950

LEARNING DISABILITIES WORKSHOP

Joyce Packard Kerrick
Lackawanna Junior College
Adult Literacy Programs
901 Prospect Avenue
Scranton PA 18505
(717) 961-7834

PRODUCTS:

Final Report
Videotape of Dr. John Harvey

DESCRIPTORS:

Tutoring

A total of 68 people representing 18 programs participated in a live, interactive workshop on learning disabilities. The workshop described medical and behavioral indicators of learning disabilities and answered questions from four sites. Several accommodations were also discussed that could be implemented in adult classrooms. The workshop was videotaped.

PA 98-3021 $ 21,894 AE 3025-875

LEARNING NUTRITION FROM A MULTI-CULTURAL PERSPECTIVE

Carol Goertzel
Lutheran Settlement House Women's Program
1340 Frankford Avenue
Philadelphia PA 19125
(215) 426-8610

PRODUCTS:

Final Report
Book: Food for the Body and Mind

DESCRIPTORS:

Daily Living Skills

The objectives of the project were: 1) to develop and implement a multi-cultural curriculum manual on nutrition through a variety of cooperative group activities, and 2) to devise more healthful ways to prepare traditional ethnic foods. Through a variety of readings and activities, students gained the experience and knowledge necessary to make educated decisions about food selection and preparation. They had an opportunity to share information about their cultures. Narratives, student writings, activities, and recipes were published together in the curriculum manual "Food for the Body and Mind." Through staff development workshops and suggestions contained in the manual, teachers learned how to implement this curriculum in their classrooms.

One goal of "Food for the Body and Mind" is to provide students with the information that is necessary to make educated decisions about food selection and preparation. This information is presented in the narrative portions of the four chapters. A second goal is to help students learn about nutrition and cultural food from other class members. Information sharing takes place both when students write stories that other students read, such as the student writings in this curriculum manual, and when students discuss classroom readings.

The focus of the curriculum is how to select and prepare food that is nutritious, economical, and multi-cultural. Students using this manual learned how to comparison shop for the most economical and nutritious foods

for their families. Students had an opportunity to share information with each other about the traditional ethnic foods that they and their families prepare and to devise more healthful ways to prepare them, resulting in a sense of pride about their culture and background.

"Food for the Body and Mind" can be used on its own in a pre-GED classroom or it can be used in conjunction with a science book, such as in a GED level classroom. Ideally, the manual should be used in its entirety, since a sequential study of the information will allow concepts from earlier chapters to support the information presented in later chapters. However, it is also possible to use individual chapters.

PA 98-3045 $102,000 AE 3025-954

LITERACY CONSORTIUM OF ALLEGHENY COUNTY

Linda L. Lewis
Literacy Consortium of Allegheny County
Suite 330, The Gatehouse, Station Square
Pittsburgh PA 15219

PRODUCTS:

Final Report

DESCRIPTORS:

Administration Delivery Systems

This project allowed the Consortium to expand its operations for the third year through the hiring of a Development Officer; to initiate broader inroads into the community through expansion of its organizational base, as well as through increased collaboration with other community organizations; and to provide important board training in the process of refining its organizational structure. It was also the subject of a national study on literacy consortia building and the only literacy representative in an international study of educational collaborations fostering lifelong learning.

Conclusions:

Based on studies related to formation of consortia, the minimal time commitment for a Consortium to function fully is two years. It requires participating agency endorsement, full-time leadership, local business and industry support, and sensitivity to provider organizations.

PA 98-3002 $ 18,000 AE 3025-943

LITERACY INITIATIVES FOR FAMILIES WITH YOUNG DEAF CHILDREN

Dr. Helen Craig
Western Pennsylvania Center for the Deaf
Center On Deafness
300 Swissvale Avenue
Pittsburgh PA 15218
(412) 371-7000

PRODUCTS:

Final Report
Communications Ideas Booklets

DESCRIPTORS:

Family Literacy Special Needs

This project targeted families with children (ages 1-3 years) who are deaf. Activities addressed the need for parents to learn new skills for reading to their children by focusing on sequential visual input rather than simultaneous use of vision and hearing. Parent participants were encouraged to establish their homes as motivating/enthusiastic literacy environments. The project: (1) developed strategies for parents to use in increasing visual attention and turn-taking, for following child's lead, and reinforcing literacy activity; (2) demonstrated the strategies to parents during weekly visits to the home and in two special workshops; (3) developed and distributed five Communication Ideas booklets; (4) videotaped parent/child interactions; and (5) evaluated program effectiveness.

Conclusions:

Evaluations used were: (1) pre and post videotape documentation; (2) participant rating scales, and (3) observational checklists.

Results on all evaluation measures showed improvement in the targeted skills, with video-documentation of increases in turn-taking, mutual understanding, and enjoyment by parent and child; increased sensitivity by the mothers (following child's lead); and increased visual attending by the child. Participant ratings showed a high level of enthusiasm among the parents; and teacher checklists indicated a carry-over of positive effects into the home.

PA 98-3040 $ 4,690 AE 3025-877

LITERACY LENDING LIBRARY

Jeffrey Woodyard
Tri-County Opportunities Industrialization Center
2107 N. Sixth Street
Harrisburg PA 17110
(717) 238-7318

PRODUCTS:

Final Report
Literacy Lending Library Catalog

DESCRIPTORS:

Library Collections

The purpose of this project was to establish a lending library of literacy materials for students attending OIC classes off sites.

The objectives were to: 1) catalogue available materials for the lending library, 2) procure additional materials, 3) publish a listing of materials in the lending library, 4) circulate and monitor the use of the materials; and, 5) disseminate a final report.

Conclusions:

Originally this project was designed for students who attend classes off site. It was believed that since these students were not able to come to the OIC building to make use of the textbooks and other library materials that were available, they would be more inclined to make use of the lending library. Not only were the students who attended satellite classes enthusiastic about the project, students who attended classes on site were equally enthusiastic. The library offered a confidential, non-threatening way for the students and their families to access information.

PA 99-3058 $ 14,392 AE 3025-878

LITERACY PROJECT FOR ADULTS WITH LEARNING DISABILITIES

John P. Branson
Chester County Intermediate Unit 24
150 James Hance Court
Exton PA 19341
(610) 524-5000

PRODUCTS:

Final Report

DESCRIPTORS:

Special Needs

This project was a collaborative effort among members of the Chester County Adult Literacy Consortium, the Chester County Intermediate Unit and the Pennsylvania Department of Education. The project addressed a serious need to provide specialized services for adults with learning disabilities who often find themselves underemployed and socially inhibited by their disability.

The primary focus of the project was methods for teaching learning strategies. Objectives were: 1) to equip adult literacy tutors with strategic teaching skills; 2) to improve the performance of learning disabled adults in the area of reading for information through the use of metacognitive strategies; 3) to improve the performance of learning disabled adults in the area of written expression through the use of metacognitive strategies; and 4) to familiarize adult literacy tutors with accommodations available to learning disabled adults.

The LPALD provided training and technical assistance to Adult Literacy and Basic Education personnel on how to assist adult students with learning disabilities.

Conclusions:

Interviews, observations and questionnaires were used to evaluate the project. While the inservice program served as a good introduction to teaching learning strategies, on-site technical assistance was necessary to assure implementation.

PA 98-3038 $ 14,971 AE 3025-879

LUTHERAN CHILDREN AND FAMILY SERVICES
TUTOR TRAINING GUIDEBOOK

James J. Biles
Lutheran Children & Family Service
101 E. Olney Avenue, Box C-12
Philadelphia PA 19120
(610) 734-3362

PRODUCTS:

Final Report
A Guide for the Volunteer Tutor

DESCRIPTORS:

Tutoring

The objectives of this project were: 1) the development and dissemination of a tutor training guide designed for first time tutors serving low level students of limited English proficiency, and 2) the creation of a comprehensive 12-hour tutor training program based on the tutor training guide.

A Guide for the Volunteer Tutor enables LCFS to better prepare first time tutors and to serve the needs of clients unable to access regularly scheduled ESL programs. In addition, the guidebook serves as the core textbook for a 12-hour tutor training program designed for use at LCFS and any other interested agency.

Conclusions:

An internal evaluator reviewed the product prior to the final printing. External evaluation was provided by consulting ESL professionals who also preview much of the material within the tutor training classes.

PA 99-3060 $ 7,402 AE 3025-881

LVA LANCASTER-LEBANON LITERACY COUNCIL
STAFF DEVELOPMENT PROJECT

Mary Hohensee
LVA Lancaster-Lebanon Literacy Council
38 West King Street
Lancaster PA 17603
(717) 295-5523

PRODUCTS:

Final Reports
Newsletter

DESCRIPTORS:

Staff Development Tutoring

This Council wanted to develop in-service training and an expanded library of resource materials for teachers and volunteer tutors in Lancaster and Lebanon counties. The objectives were: 1) to develop a series of five workshops, and 2) to promote networking and continued staff development among teachers and tutors throughout circulation of a newsletter "Tutor Tips", and through attendance at the PAACE Midwinter conference. Approximately 20% of tutors were reached through these sessions.

Conclusions:

The project was evaluated by over 60 comments about the newsletter which contains short, practical tips about obtaining and modifying accessible material, such as newspapers, ads, etc. for use with adult students. Newsletters are reproducible. Over 15% of volunteers visited the council to use the expanded tutor materials. However, the Council concluded that due to the time constraints of tutors, dissemination of information can best be communicated through a special newsletter.

PA 99-3038 $ 7,849 AE 3025-882

MASON-DIXON CONFERENCE ON ADULT EDUCATION

Philip B. Monteith
Lincoln Intermediate Unit 12
65 Billerbeck Street
P.O. Box 70
New Oxford PA 17350
(717) 624-4616

PRODUCTS:

Final Report

DESCRIPTORS:

Interstate Programs

This spring conference was held in York for adult educators from both Southcentral Pennsylvania and Northern Maryland (as far south as Baltimore). Participants shared concurrent and carousel sessions. Objectives of the project were: 1) to establish an annual conference on adult education which will meet the staff development needs of adult educators from Southcentral Pennsylvania and Northern Maryland to become known as the Mason-Dixon Conference on Adult Education, and 2) to bring together participants from a variety of adult education programs in Southcentral Pennsylvania and Northern Maryland to develop professional networking and to exchange best practices in adult education.

Conclusions:

Participants completed evaluations. These evaluations indicated support for the continuation of such a conference across state lines. The conference was evaluated as a success in meeting participants staff development needs.

PA 98-3032 $ 11,810 AE 3025-883

MENU SELECTION ASSISTANCE - A WORKPLACE LITERACY CURRICULUM FOR HOSPITAL WORKERS

Jeffrey Woodyard
Tri-County Opportunities Industrialization Center
2107 N. Sixth Street
Harrisburg PA 17110
(717) 238-7318

PRODUCTS:

Final Report
Curriculum

DESCRIPTORS:

Workplace Literacy Curriculum

The purpose of this project was to develop, test, and publish a workplace literacy curriculum for hospital workers who assist patients in completing their daily menu selections. The hospital's education division determined that many entry level employees could improve their job performance if certain basic skills were improved.

The target audience for this project included hospital/health care managers and directors who supervise those workers directly involved with patient care. The course for dietetic representatives was taught in two sessions which consisted of eight students in the first class and ten students in the second.

A literacy task analysis played an important part in helping to determine the material to be taught. The project implementor administered the Test of Adult Basic Education to determine the level of material presented.

A pre/post skills inventory was designed to assess each worker's knowledge of his/her job. The results of this test helped to determine what lessons to emphasize with the class.

Conclusions:

The dietetic representatives were very receptive to learning more about specific job duties and how these duties relate to the operation of the hospital. Hospital staff have requested that the training continue for selected hospital workers.

PA 99-3064 $ 7,818 AE 3025-884

MID-STATE LITERACY COUNCIL STAFF DEVELOPMENT

Monica Kindig
Mid-State Literacy Council
204 Calder Way, Suite 306
State College PA 16801
(814) 238-1809

PRODUCTS:

Final Report

DESCRIPTORS:

Staff Development

The project was designed to enhance and strengthen staff development activities of the Mid-State Literacy Council. The focus of the project was threefold: 1) to increase the skills of 90 experienced tutors by providing nine 3-hour inservices; 2) to add more tutors to the Council by expanding the capability to train more volunteers; and 3) to make staff development available to eight MSLC staff members to enhance administrative and educational programming skills.

Conclusions:

The council reported that educational opportunities available throughout his grant were more than normally offered. One hundred twelve tutors in Centre and Clearfield counties were trained in 15 in-service sessions. Eight literacy tutor training workshops and three ESL workshops were held for 119 volunteers. Two staff members completed graduate courses. Non-degree work was completed by various staff members in basic computer skills, computer enhanced instruction, effective public relations, fund raising, and corrections education.

PA 99-3049 $ 19,440 AE 3025-873

NATIONAL ISSUES FORUMS: CITIZENSHIP THROUGH LITERACY

Dehra W. Shafer
WPSX-TV Adult Literacy Project Unit
Pennsylvania State University
201 Wagner Building
University Park PA 16802
(814) 865-0453

PRODUCTS:

Final Report

DESCRIPTORS:

Social Studies

The Educational Services Unit of Educational Communications WPSX-TV, Penn State coordinated three pilot projects in Pennsylvania. The goal of these three projects was to bring adult literacy students into the civic life of their communities through the expansion of literacy National Issues Forums to community forums. The project provided an opportunity for staff development by drawing upon the NIF program materials developed by Penn State for the Kettering Foundation. The project also enhanced and strengthened the role of literacy forums in existing ABE/GED/Literacy curriculums by providing a framework for the development of a civic literacy component in the local program. Overall goals of NIF included: 1) to increase motivation of adults to improve their reading skills; 2) to develop the capacity to reason effectively about what they read; 3) to enhance their self-esteem through mastery of reading materials and formulation of opinions on public issues; and, 4) to promote citizenship through expanded basic education programs. This project focused on the latter two goals by conducting training on two issues: "The Boundaries of Free Speech" and "America's Role in the World".

Conclusions:

The agency concluded that it takes time for NIF literacy materials to be incorporated into the on-going curriculum.

PA 98-3018 $ 5,000 AE 3025-885

NEWSLETTER PROMOTING STUDENT LEARNING
AND STUDENT COMMUNITY

Carol Goertzel
Lutheran Settlement House Women's Program
1340 Frankford Avenue
Philadelphia PA 19125
(215) 426-8610

PRODUCTS:

Final Report
Newsletter

DESCRIPTORS:

Student Support Groups Language Arts

The newsletter project accomplished three main objectives: 1) it provided students with motivation to increase their writing skills, 2) it provided students with a motivation to develop critical reading skills while reading interesting and relevant material and 3) it increased students participation and leadership in the program. The audience for the newsletter was all students enrolled in the adult basic education courses offered at the Women's Program. Both students and teachers were involved in the evaluation of the newsletter through surveys and direct interviews in order to provide on-going improvement of the newsletter, and increase its effectiveness as a learning and motivating tool.

Conclusions:

The newsletter was a successful project which met its goals and objectives for publicity and fundraising purposes. Over 90 students contributed individual articles, which were published in the newsletter; many other students participated in group writing projects. Student surveys revealed that many students read all or some of the newsletter, commented positively on the issues, and provided new ideas for topics such as: more about how to deal with children, upcoming events in Philadelphia, abuse, teenage parents, childcare, and recycling.

PA 98-3026 $ 5,000 AE 3025-887

ON THE WRITE TRACK

Sandra J. Strunk
Lancaster-Lebanon IU 13
Adult Enrichment Center
31 South Duke Street
Lancaster PA 17602
(717) 293-7639

PRODUCTS:

Final Report
"Emerging Voices": a 1992-93 AE Anthology

DESCRIPTORS:

Writing Language/Reading

On the Write Track was a student writing project designed to empower adult learners by providing a vehicle for the public recognition of adult student writing. The project collected and published exemplary student writing from adult education programs throughout Pennsylvania.

Conclusions:

An evaluation page was distributed with the final product in order to solicit feedback from readers. The number of writing submissions received for this project exceeded expectations. Although it was not possible to publish every item submitted, each adult learner who submitted work had at least one piece of writing published.

PA 99-3027 $ 8,000 AE 3025-917

PARTICIPATORY STAFF DEVELOPMENT

Carol Goertzel
Lutheran Settlement House Women's Program
1340 Frankford Avenue
Philadelphia PA 19125
(215) 426-8610

PRODUCTS:

Final Report
Curriculum and Teacher Handbook

DESCRIPTORS:

Staff Development Language/Reading

This project provides documentation of staff development workshops conducted at the Women's Program for teachers, tutors and supervisors. The objective of the project was to provide a forum for teachers to learn from each other and from other professionals in the program and to document and disseminate this process. Workshops were unique to the program, in that they were presented by peer teachers and supervisory staff of the program and invited all participants to share ideas and experiences.

Workshop topics included: assessing student's needs and choosing appropriate materials; understanding domestic violence; instructional techniques for enhancing reading comprehension; learner-centered instructions and application of LSH curriculum; integrating reading and writing instruction; math instruction using manipulatives; enhancing thinking and problem solving skills; basic skill requirement in the workplace; teacher self-evaluation and informal assessment of student learning. Copies of hand-out materials are included with the final report. (Most of the materials were extracted from previous LSH Section 353 projects and are available in full from SLRCs).

Conclusions:

The project was evaluated through a pre-survey of teacher needs and interests, evaluations of each workshop, and post-assessment of the value of workshops to classroom instruction. Staff enjoyed receiving background information workshop topics and the interactive environment of practicing methodologies, discussing and sharing knowledge and experience.

PA 98-3001 $ 30,000 AE 3025-888

PASSAGE: YOUR WORKPLACE AND JOB SKILLS
INFORMATION NEWSLETTER

Bernadette Mangie
BCALMC, Beaver Co. Area Labor-Management Committee
617 Midland Avenue
Midland PA 15059
(412) 643-5958

PRODUCTS:

Final Report
Ten Newsletter Issues

DESCRIPTORS:

Dissemination Workforce Education

The PASSAGE newsletter provided workplace and job-skills information to Pennsylvania's adult learners, unemployed/underemployed individuals, adult educators, career counselors/trainers, and various resource/training centers. Understanding the growing importance of basic skills in the workplace and the challenges present in securing/maintaining employment, PASSAGE continued to be a resource that was produced specifically for the career-related needs of adult learners. PASSAGE also provided instructors with materials and exercises designed to expand their present vocational and academic resources. The PASSAGE newsletter established a format that was easy to read; maintained a hands-on approach that could be used by individuals or used in whole-group settings; expanded its network of educators, business professionals, and adult learners; and encouraged feedback and writer contributions.

Conclusions:

The three primary evaluation techniques used during the project year included monthly editorial meetings, reader feedback/surveys, and communicating with the Pennsylvania Department of Education.

PA 99-3068 $ 6,484 AE 3025-889

PENN-OHIO STAFF DEVELOPMENT CONFERENCE

Dr. Richard Gacka
Northwest Tri-County Intermediate Unit 5
252 Waterford Street
Edinboro PA 16412
(814) 734-5610

PRODUCTS:

Final Report

DESCRIPTORS:

Interstate Programs

This project included the planning, scheduling, implementation and evaluation of a regional in-service workshop for personnel employed in the Department of Education's Bureau of Adult Basic and Literacy Education supported programs. It was held in conjunction with a similar effort for personnel employed in ABE, GED, and ESL programs in the state of Ohio and to professional organizations, such as PAACE and OAACE. The joint Penn-Ohio conference was designed to provide an in-service training opportunity for staff who are unable to attend statewide conferences and workshops. Fourteen, 45 minute Saturday morning presentations were provided for participants' selection. A dinner presentation with speaker, concluded this one day conference.

Conclusions:

An overall conference evaluation was completed by participants.

PA 99-3039 $ 18,465 AE 3025-890

PENNSYLVANIA ABLE HANDBOOK FOR PROGRAM ADMINISTRATORS, 1993 EDITION

Tana Reiff
New Educational Projects, Inc.
P.O. Box 182
Lancaster PA 17603
(717) 299-8912

PRODUCTS:

Final Report
Administrator's Handbook, 80 pgs.

DESCRIPTORS:

Administration Dissemination
Research

This handbook was designed to be a desk reference of facts, practical ideas, guidelines, and resources for Pennsylvania ABLE program administrators. Objectives accomplished: 1) formed an Editorial Board of six members; 2) solicited new material as required from appropriate adult education practitioners; 3) designed an 80 page book that included information on the background of adult education, planning and administration, service delivery systems, staffing, student services, professional support, and lists of essential resources, GED Test Centers in Pennsylvania, publishers of curriculum resources, staff of the ABLE Bureau, and terminology; and 4) produced and distributed an updated and revised edition of the handbook.

Conclusions:

Results from the Editorial Board Review and Reader Survey indicated the handbook was very well received.

PA 98-2069 Multiple AE 3025-957

PENNSYLVANIA ADULT LITERACY SURVEY

Douglas Rhodes
Educational Testing Service
Princeton PA 08541
1-800-551-1230

PRODUCTS:

Interim Report

DESCRIPTORS:

Research Literacy

This is a continuation of a multi-year project for assessing the literacy levels of Pennsylvania adults over the age of 16. This project is being conducted concurrently with the National Adult Literacy Survey.

A final report and a data tape for subsequent analysis will be delivered to the office of Adult Education prior to December 31, 1993.

PA 98-3037 $ 12,357 AE 3025-891

PLATINUM HISTORICAL LITERACY CLASS

Lawrence Palko
Schuylkill Intermediate Unit 29
P.O. Box 130, Maple Avenue
Mar Lin PA 17951-0130
(717) 544-9131

PRODUCTS:

Final Report
Booklet

DESCRIPTORS:

Language Arts/Writing

A pilot ABE language experience curriculum was designed and implemented with 13 Schuylkill County senior citizens (of 30 enrollees who were not retained for various reasons). The tenets were: 1) senior citizens need basic literacy skills, and 2) improving the literacy levels of senior citizens will have a trickle-down effect on county residents of all ages. The objectives were to improve writing skills, increase self-esteem and create an historical record of the area as seen through the eyes of the average older citizen. These writings were compiled into a book and will become a component of selected Social Studies curricula throughout the county and will also be available at the Lifelong Learning Center Store in Frackville.

While the primary goal of the project was to improve the literacy skills of a class of senior citizens, a corollary objective was to increase the self-esteem of senior citizens by providing the opportunity for them to make a personal contribution to their county.

Conclusions:

As a result of training provided through this project, the average reading gain as measured by the TABE was .4; pre and post course writing samples showed an average improvement of 12 points on a project developed scale; and the self-esteem survey increased from pre and post administration by an average of 15 points.

PA 98-3005 $ 21,000 AE 3025-892

PRE-MATH/SCIENCE TRAINING FOR
CHEMICAL LABORATORY TECHNICIANS

Valerie Njie
Bidwell Training Center, Inc.
1815 Metropolitan Street
Pittsburgh PA 15233
(412) 323-4000

PRODUCTS:

Final Report
Instructional Materials

DESCRIPTORS:

Science Mathematics

The project developed a model for basic math and science instruction designed to prepare educationally disadvantaged adults, especially minorities and women, for entry into high-tech training programs. The 15 week curriculum consisted of reading instruction, applied basic mathematics, universal analytical/physical concepts, counseling and world of work skills. Forty adults with reading and math skills as low as 7th grade level received classroom instruction and pre-lab training resulting in 80% completion and 60% acceptance into vocational training programs, such as chemical laboratory and pharmacy technicians and nursing.

Conclusions:

The project found that given sufficient instruction prior to vocational training, adults with marginal academic skills can be equipped with the science discrimination, observation and world of work skills needed to pass entrance tests and gain entry into a science related training program.

PA 99-3045 $ 5,000 AE 3025-894

PROFESSIONAL DEVELOPMENT PROGRAM FOR
ADULT EDUCATORS

Phyllis Lawrence
Opportunities Industrialization Center (OIC), Inc.
1231 North Broad Street
Philadelphia PA 19122
(215) 236-7700

PRODUCTS:

Final Report

DESCRIPTORS:

Staff Development

The program was designed to increase the skills and knowledge of the Adult Education staff at the Philadelphia OIC (and other interested adult educators) as follows: 1) understand the client population better, 2) become more skilled in providing computer-assisted instruction and maintaining a management information system (MIS), and 3) teach survival skills (life skills) to adult education students.

Conclusions:

The program was evaluated based on written feedback from the staff with reference to the quality of the training and results from a non-standardized test to determine their level of competency in CAI. Feedback was reviewed during weekly staff meetings to discuss problems/concerns related to students and an end of the year program evaluation was conducted by the Director.
As a result of the training, the adult education staff were able to discuss actual case studies from the program and propose more effective ways of relating to the clients to enable them to accomplish their educational goals. The staff also acquired additional skills in providing computer-assisted instruction and maintaining a management information system (MIS). Staff are more prepared to teach survival skills to adult education students.

PA 98-3042 $ 5,000 AE 3025-880

PROJECT LEARN TO VOTE: LITERACY
COUNCIL OF LANCASTER/LEBANON (LVA)

Mary Hohensee
LVA Lancaster-Lebanon Literacy Council
38 W. King Street
Lancaster PA 17603
(717) 295-5523

PRODUCTS:

Final Report
Hand-out package

DESCRIPTORS:

Social Studies

This project provided adult literacy students with information on how to register to vote, where to vote, what positions are elected, and who are the current candidates. The project conducted "voters" workshops for students and included a simulation of the voting process. All sessions were non-partisan and stressed being an informed voter.

Conclusions:

The project registered a record 117 voters out of a potential 450 adult learners. The report states that students enjoyed and were willing to take part in sessions that did not specify "literacy" as part of the session. This project had much better participation than previous attempts to bring students together. The value in this project was not only in registering informed new voters but also in focusing on "real-life" issues for the learners. The students' interest increased because the focus was not on "reading and writing".

PA 99-3055 $ 4,954 AE 3025-895

PROJECT ON TRACK: A LOCAL STAFF DEVELOPMENT PROJECT

M. Margaret Welliver
State College Area School District Community Action
131 W. Nittany Avenue
State College PA 16801
(814) 231-1061

PRODUCTS:

Final Report with Apple IIe list

DESCRIPTORS:

Staff Development

This project allowed staff to gain skills in student learning styles and computer literacy.

Objectives included: 1) design staff development presentations; 2) prepare publicity and finalize arrangement for the presentations; 3) select additional software for program use; and 4) arrange a preview of software by staff.

Conclusions:

Eight staff attended a workshop provided by the Region 2 Staff Development Network to learn how to incorporate learning styles into the instructional program. Staff selected software to upgrade an existing collection.

PA 99-3007 $ 5,000 AE 3025-896

PROJECT SHARE

Donna B. Hyman
CIU 10 Development Center for Adults
RR # 1, Box 374
West Decatur PA 16823
(814) 359-3069

PRODUCTS:

Final Report

DESCRIPTORS:

Staff Development

This project provided staff development activities through two in-service programs for 25 part time and full time staff. The project utilized the expertise of Central Intermediate Unit (CIU) 10 staff to share instructional techniques, concepts and strategies with other CIU 10 staff who work with adult students in the classroom. Objectives were as follows: 1) develop two 2.5 hour in-service programs: Math for Workforce Literacy and Achieving High GED Pass Rates, 2) provide professional development to 24 ABE/GED staff of CIU 10 through in-service programs throughout a three-county area, and 3) establish strong staff esprit de corps for interaction and continue sharing among the staff members of the three counties.

The CIU reported that all objectives were met and evaluated using both formative and summative assessments. The in-house design used by this project provided a viable option for staff development. It could be replicated and expanded in the three county area, as well as in other areas. Participant evaluations were overwhelmingly positive for structure, process and outcome.

PA 98-3029 $ 30,000 AE 3025-898

READING TOGETHER: TOWARDS A COLLABORATIVE APPROACH A FAMILY LITERACY APPROACH

Susan Neuman
Temple University - College of Education & Comprehensive Services
Ritter Hall
Philadelphia PA 19122
(215) 787-4982

PRODUCTS:

Final Report

DESCRIPTORS:

Family Literacy Research

This project addressed the challenge of creating a collaborative approach to parent involvement. Project objectives were to create a model program which would: 1) improve the scores of 40 school age parents in the ABE by 20%; 2) improve the interest and confidence of parents by 25%; and, 3) improve the knowledge and specific information about print awareness by 25 percent. As part of a family literacy program, participants in the study were 19 African-American adolescent parents from low-income backgrounds whose children attended an early intervention program. Parents' beliefs about learning and literacy were sought through a series of peer group discussions.

Conclusions:

The data from this study indicated that among a seemingly homogeneous group of adult learners, there were important differences in perspectives about reading. Discussions revealed that shared goals may be used to forge a collaborative relationship between parents and professionals to improve minority children's early education. Examples from a family literacy program were used to show instructors how parent beliefs may be incorporated into programmatic changes, as well as building constructive relationships that work toward supporting children's success in schooling.

PA 98-3006 $ 18,090 AE 3025-862

READING, WRITING AND REGISTERING
THROUGH THE DEMOCRATIC PROCESS

Donna Cooper
Mayor's Commission on Literacy
1500 Walnut Street, 18th Floor
Philadelphia PA 19102
(215) 875-6602

PRODUCTS:

Final Report
Manual: "Reading, Writing and Registering"

DESCRIPTORS:

Social Studies

The MCOL assembled a compendium for materials to explain the voting process to adult learners and to encourage those citizens to become more active participants in this democracy. It produced a collection of educational materials dealing with issues of registering to vote, understanding materials published by candidates and about candidates' views, and the act of voting itself.

Conclusions:

The purpose of the project was to develop a learner driven model of voter education that literacy providers could adapt. The project successfully met its goal and objectives.

The evaluation was determined by the extent to which the learners voted in the Primary Election; the collection of learning materials assembled for the production of the manual; and the response to staff development workshops.

Adult learners are interested in participating in activities that are relevant to their lives. They are capable of taking responsibility and making decisions to get what they need to know in order to exercise their rights as citizens.

PA 99-3019 $ 80,000 AE 3025-904

REGION 1 STAFF DEVELOPMENT CENTER

Dr. Richard Gacka
Northwest Tri-County Intermediate Unit 5
2992 State Street
Erie PA 16509
(814) 734-5610

PRODUCTS:

Final Report
Quarterly Newsletter

DESCRIPTORS:

Staff Development

The Region One Staff Development Project was designed to provide training to persons employed or volunteering in PDE ABLE programs in eleven counties in the region (Crawford, Clarion, Elk, Erie, Forest, Jefferson, Lawrence, McKean, Mercer, Warren, Venango) to upgrade their professional skills. The conceptual model for this project reflected a mix of rural and urban communities and personnel with a variety of educational backgrounds, interests, and needs. The Project had a strong commitment to a "bottom to top" approach to program design; that is, the needs of the practitioners determined the type of services offered, where the services were offered, and how the services were delivered.

Center objectives for 1992-93 were as follows:
1. To provide varied research-based educational experiences;
2. To deliver services near the educator's home program;
3. To utilize the talents of existing adult education practitioners in the planning of staff development;
4. To work with PDE and the other Regional Staff Development Projects in the enhancement and refinement of staff development projects;
5. To provide a wide range of varied services;
6. To establish a materials library accessible to staff.

A needs assessment was sent to approximately 400 people, including adult education administrators, teachers (full time and part time), support staff, and volunteers. Results were used as a baseline for developing regional workshops, state and national conferences, tutor reimbursement for course credit and staff training projects.

The project used the IU's existing networking system of contacts and liaisons in the target areas. A third party evaluator worked with the staff to generate the needs assessment and a method of project evaluation.

PA 99-3050 $ 80,000 AE 3025-899

REGION 2 STAFF DEVELOPMENT NETWORK

Dr. Eunice N. Askov
Institute for the Study of Adult Literacy
Pennsylvania State University
204 Calder Way, Suite 209
University Park PA 16801-4756
(814) 863-3777

PRODUCTS:

Final Report

DESCRIPTORS:

Staff Development

The Region 2 Staff Development Network (Network) developed and implemented a regional system for staff development, including the adoption/adaptation of exemplary Section 353 practices and programs for local program providers and, when appropriate, college credit. The network, with assistance from its regional program administrators, facilitated staff development that was responsive to the region's needs. Project staff designed and coordinated staff development activities and provided ongoing technical assistance to region ABLE personnel.

The objectives were: 1) to develop and conduct workshops based on local needs, including opportunities for teacher research and college credit options; 2) to identify exemplary 353 projects and practices; 3) to publicize exemplary projects and practices; 4) to assess local/regional staff development needs and identify practices and programs to address those needs; 5) to provide ongoing technical assistance; and 6) to evaluate the project and provide recommendations.

The target population consisted of ABLE program administrators, staff, instructors, and tutors in Region 2.

Conclusions:

Program administrators welcomed the new approach to staff development; however, raising awareness of and disseminating information about the regional model to all ABLE staff in the region were slow processes. ABLE instructors and other professional staff were most interested in more advanced workshops and the tuition reimbursement option, with some interest in teacher research. Tutors reponded positively to a mini-conference which included several short workshops. Scheduling workshops for more than one program at a time was difficult due to the widely varied program schedules and geographic distances in the rural counties. The availability of technical assistance was especially useful to small programs in the region.

PA 99-3016 $ 58,586 AE 3025-958

REGION 3 STAFF DEVELOPMENT CENTER

Joyce Packard Kerrick
Lackawanna Junior College
Adult Literacy Programs
901 Prospect Avenue
Scranton PA 18505
(717) 961-7834

PRODUCTS:

Final Report

DESCRIPTORS:

Staff Development

The specific objectives of the Lackawanna Junior College, Region 3 Staff Development Center were: 1) to conduct a comprehensive needs assessment of all programs in our region; 2) to design training workshops based on the results of the assessment to meet these specific needs; 3) to provide at least five such workshops; 4) to use teleteaching technology to conduct at least one of these workshops; 5) to edit, print, and mail eight newsletters to the local personnel; 6) to establish a database of personnel in local programs in Region 3; 7) to provide technical assistance to local programs as needed or requested; and 8) to provide tuition reimbursement funds to paid staff of local programs in accordance with PDE regulations.

The Region 3 Staff Development Center developed a needs assessment instrument that asked local program personnel to identify topics of interest. This instrument was sent to 27 programs within Region 3. Five topics chosen by the Advisory Council for follow-up instruction were: a) English as a Second Language, b) Program Management and Development, c) Domestic Violence, d) Stress Management, and e) Counseling Adult Students. Workshops were conducted in these subjects.

Conclusions:

Formative evaluation was conducted through feedback from the Advisory Council members, participants at workshops, LJC staff and faculty, and through observation by project staff. As suggestions were made, changes were made to adapt this project to best meet the needs of local programs.

Summative evaluation has been conducted by the external evaluator for this project. The general attitude of the local programs has been very supportive for this project. Participation and attendance at all activities was high.

PA 99-3046 $ 80,000 AE 3025-900

REGION 4 STAFF DEVELOPMENT FOR
ADULT EDUCATION

Donald G. Block
Greater Pittsburgh Literacy Council
100 Sheridan Square, 4th Floor
Pittsburgh PA 15206
(412) 661-7323

PRODUCTS:

Final Report and Curriculum

DESCRIPTORS:

Staff Development

The Region 4 Staff Development Center provided staff development to 34 adult literacy programs funded by the Pennsylvania Department of Education. The region covered a nine county area of Southwestern Pennsylvania (Allegheny, Armstrong, Beaver, Butler, Fayette, Greene, Indiana, Washington and Westmoreland counties). The project emphasized meeting specific staff development needs through formal needs assessment and personal contacts with providers.

The report of Region 4 may be of interest to State Departments of Education, Staff Development Resource Centers, adult education researchers, program directors, and other persons interested in staff development.

The objectives of the Region 4 Staff Development Center included:

A. training and staff development for at least 250 adult educators in Region 4;
B. at least five six-hour workshops based on the needs of providers;
C. at least one on-site in-service program for all providers who request such services;
D. staff development through tuition reimbursement;
E. a study group for adult basic education teachers;
F. a mini-grant program for adult basic education instructors.

Conclusions:

Over 250 adult educators were served by Region 4 Staff Development. A total of 12 workshops were in 12 different sites, including an Inter-Regional conference with over 100 participants from Region 1 and Region 4. Tuition reimbursement, materials referral and facilitation of agency communication were also used to enhance staff development in Region 4. An evaluation by a third-party research consultant is included in the final report.

PA 99-3053 $ 80,000 AE 3025-901

REGION 5 STAFF DEVELOPMENT

Carol Molek
Tuscarora IU 11 Adult Education & Job Training Center
MCIDC Plaza, One Belle Avenue, Bldg. # 58
Lewistown PA 17044
(717) 248-4942

PRODUCTS:

Final Report
Four Newsletters

DESCRIPTORS:

Staff Development

This was a regional staff development project that served an eight county area (Blair, Bedford, Cambria, Huntingdon, Fulton, Mifflin, Juniata, and Somerset counties). The project goal was to design and implement a suitable and effective system for professional growth and enlightenment of adult educators in the region. Workshops were conducted on learning management, multiculturalism, ESL, integrating academic and vocational skills, computer literacy, and workplace literacy. Training was based upon a needs assessment and input from the Region 5 Advisory Board. Training resources such as, videotapes and learning packets, were made available to the region.

The target audience included teachers, administrators, tutors, clerical staff, and counselors employed in adult education programs in Region 5.

Project objectives were: 1) the improvement of instructional skills, services, and delivery methods, as a result of 15 workshops and follow-up technical assistance to adult eductaors in Region 5; and 2) the inclusion of measurable outcomes established through pre- and post testing and performance evaluations of adult education practitioners.

Conclusions:

Continuous feedback was solicited through assessment instruments, workshop evaluations, on-site visits, phone follow-ups, and questionnaires. A formal third party educator measured our progress against our planned goals, objectives, and each section of our general design.

PA 99-3028 $ 80,000 AE 3025-902

REGION 6 STAFF DEVELOPMENT IN
ADULT EDUCATION

Dr. Beverly Smith
Catholic Charities
Immigration and Refugee Services
900 North 17th Street
Harrisburg PA 17103
(717) 232-0568

PRODUCTS:

Final Report

DESCRIPTORS:

Staff Development

The purpose of the Region 6 Staff Development Center was to coordinate adult education staff development in an eight county area. This project surveyed adult educators in the region to ascertain their staff development needs. Based on those needs, Region 6 provided ten training workshops throughout the region. Region 6 published five issues of a four-page regional newsletter for adult educators. In addition, Region 6 provided tuition reimbursement and technical assistance to adult education personnel in eight counties: Adams, Cumberland, Dauphin, Franklin, Lancaster, Lebanon, Perry and York.

The objectives of this project were to assess training needs of adult educators in the region, provide training based on those needs, provide tuition reimbursement to eligible applicants, publish an adult education newsletter, and provide technical assistance to adult education programs in the region.

Conclusions:

An evaluation instrument was developed with the help of a local provider. To evaluate training, all workshop attendees were given a standardized questionnaire at the end of the workshop. Most of the training workshops received ratings from "good" to "excellent."

PA 99-3048 $ 80,000 AE 3025-953

REGION 7 TRI-VALLEY STAFF DEVELOPMENT CENTER

Dr. Judith Rance-Roney
Lehigh University
33 Coppee Drive
Bethlehem PA 18015
(610) 758-6347

PRODUCTS:

Final Report

DESCRIPTORS:

Staff Development

Project goals were: 1) to improve ability of staff and of organizations to respond to changing demands of their environment; 2) to stimulate staff problem-solving processes; and 3) to develop collaborative relationships with a variety of trainers.

Tri-Valley Literacy Staff Development Center developed and implemented a comprehensive staff development plan which included workshops, inservice programs and a technical assistance plan. The center served adult educators in Northampton, Lehigh, Schuylkill Pike, Berks, Carbon, and Monroe counties.

Conclusions:

Several innovative projects were completed in this grant: a) distance education for staff development through the creation of Independent Learning Packets, teleconferences, the use of computer bulletin boards, and an introduction to electronic mail; and b) the creation of a system of career development paths in which literacy professionals can organize and chart professional development and advancement. This grant produced: a final report, five independent learning packets, a "Guide to the Use of the Lehigh University Network Server"; ten workshops; six inservice programs; and videotapes of workshops. Information was gathered for in-depth assessments of 8 programs, and a format was devised for transferring staff development materials to a computer learning format. The project was evaluated by Pennsylvania State University, Institute for the Study of Adult Literacy, and through interviews of selected staff and ABLE personnel.

PA 99-3015 $ 75,802 AE 3025-903

REGION 8 STAFF DEVELOPMENT CENTER

Dr. Meredyth A. Leahy
Cabrini College
610 King of Prussia Road
Radnor PA 19087-3699
(215) 971-8500

PRODUCTS:

Final Report

DESCRIPTORS:

Staff Development

The Region 8 Adult Education Staff Development Center was established to meet the training and information needs of ABLE programs located in Bucks, Chester, Delaware and Montgomery counties. This center addressed the unique needs of programs across the region and aimed to meet these needs on both an individual and a large group basis. Center objectives included: 1) to assist Bureau of Adult Basic Literacy Education to implement the state plans for teacher training and staff development, 2) to conduct needs assessments (ongoing, informal and formal), 3) to deliver training and information in response to needs, and 4) to establish links among research, projects, innovative programs, and local programs.

Conclusions:

A third party evaluation conducted a formative and summative evaluation of the project, its processes, procedures and activities. Focus was on impact and data was gathered at every level.

Overall, the Region 8 Center met its objectives. The Center determined the top five staff development areas of need for each of the four counties.

PA 99-3040 $ 80,000 AE 3025-945

REGION 9 STAFF DEVELOPMENT CENTER

Donna Cooper
Mayor's Commission on Literacy
1500 Walnut Street, 18th Floor
Philadelphia PA 19102
(215) 875-6602

PRODUCTS:

Final Report
Briefing Paper

DESCRIPTORS:

Staff Development

The Mayor's Commission on Literacy (MCOL) conducted three types of staff development, based on results of a needs assessment, throughout the City of Philadelphia. The first type of staff development involved ten workshops aimed towards covering basic issues in adult literacy instruction determined by Philadelphia educators as the result of a needs assessment. The second type involved eight workshops based on Section 353 projects. The third type involved practitioner inquiry.

The MCOL developed these three types of staff development. The first type, based on the results of a needs assessment, produced a series of workshops combining experts who detailed effective practices with peer learning among the educators. The second type, based on former Philadelphia 353 projects, presented workshop attendees with opportunities for sharing ideas by examining exemplary work produced by other local projects and by discussing how these practices can fit into their respective programs. The third type, based on practitioner inquiry, allowed for self-directed learning by participants. The project provided the opportunity to test the efficacy of these three distinct models for staff development. The target audience for this project were adult literacy educators. Human service providers from local universities, the Department of Welfare and Private Industry Councils often attended the workshops.

Eight staff development workshops were the subjects of briefing papers included in the final report. These papers discuss the practices and techniques that were explored in those workshops. The MCOL contracted with an independent evaluator to assess the project. This evaluation was conducted via workshop evaluations, and focus group meetings' needs. Through workshops, meetings, assessments, reports, summaries, discussions, planning groups, networking, and telephone conversations, service providers had opportunities to expand their staff development skills. The independent evaluator confirmed that project participants developed effective skills which were translated into actual practice.

PA 98-3036 $ 12,285 AE 3025-905

RETAINING RELUCTANT LEARNERS IN ABE
THROUGH THE STUDENT INTAKE PERIOD

Dr. Allan B. Quigley
Institute for the Study of Adult Literacy
Penn State University
4518 Northern Pike
Monroeville PA 15146
(412) 836-1255

PRODUCTS:

Final Report

DESCRIPTORS:

Retention Research

The objectives of this project were to: 1)develop a usable testing/counseling intake program to identify ABE reluctant learners; 2) provide program referral guidelines for intake staff of reluctant learners; 3) provide recommendations for teaching to reluctant learners; 4) recommend learning style teaching techniques for reluctant learners. The project was targetted to ABE and literacy administrators, counsellors, teachers/tutors, policy makers and researchers. Based on research estimates that 30% of the "at-risk" ABE population could be identified as "reluctant learners", the project researched methods to identify behavioral patterns of reluctant learners. Unlike other students who leave ABE programs due to problems beyond control of the program (finance, health), reluctant learners often have attitudinal concerns which can be addressed. This project researched whether reluctant learners can be retained through program structural accommodation and more effective teacher/ counsellor intervention in ABE.

Four groups of five students each were identified through an intake process. They were separated with an inventory previously developed by Dr. Quigley. The groups were: a control group, a team approach group, a small group approach group, and a one-on-one approach group. The study found that the last three groups in treatment were retained longer than the control group.

Conclusions:

Reluctant learners can be identified during intake, verified with two instruments, and better retained using alternate programs and on-program referrals. At-risk learners can be retained through in-program interventions. The project was evaluated by a four member Committee of Experts from Connelley Skills Center, Pittsburgh, and the Institute for the Study of Adult Literacy, University Park, PSU.

PA 99-3066 $ 7,200 AE 3025-955

SCOLA TRAINING PROJECT: TUTOR AND COMPUTER-ASSISTED INSTRUCTION (CAI)

Diana Statsman
Scranton Council for Literacy Advance
1032 Green Ridge Street
Scranton PA 18509
(717) 346-6203

PRODUCTS:

Final Report

DESCRIPTORS:

Tutoring

This project provided tutor training workshops in two areas: basic tutor training and computer assisted instruction. Project objectives included providing training to 25 tutors in computer-assisted instruction and monitoring and reporting on student computer usage and educational gains.

Conclusions:

SCOLA obtained statistics regarding the best months to train long-term tutors and the best time to train. The results of the computer-assisted training phase of the project indicated that tutors are more resistant to learning how to use a computer than adult students. Furthermore, supervised instructional time should be scheduled to insure that adult students maximize computer instruction. An effective CAI course would require staff to direct a CAI program.

PA 98-3025 $ 17,023 AE 3025-906

SEARCH FOR TOMORROW'S STUDENT, A

Marilyn Potter
Susquehanna County Volunteer Literacy Council
Box 277
Montrose PA 18801
(717) 278-9027

PRODUCTS:

Final Report
Video of Student Interviews

DESCRIPTORS:

Recruitment/Retention

The Improvisation Theatre Project acted as a recruitment tool to reach functionally illiterate adults. The project was designed to recruit 15% more non-readers or low-level readers, participating in the Single Point of Contact Program and those adults who attend county churches. The council increased public awareness of its program by showing videotaped interviews with adult learners who had received help from the literacy council. The council also used the videotapes to alleviate the perceived stigma associated with literacy assistance in rural areas.

Conclusions:

New readers to the project were very positive about the videotape. After viewing the videotape, many of the students said they should have taken advantage of the literacy services sooner.

PA 98-3048 $ 17,000 AE 3025-907

SECOND TIME AROUND FAMILY LITERACY

Millicent Carvalho
LaSalle University Urban Studies Center
1900 W. Olney Avenue
Philadelphia PA 19141
(215) 951-1187

PRODUCTS:

Final Report
Resource Manual

DESCRIPTORS:

Family Literacy Special Needs

This project was a one year demonstration program serving fifteen adult caretakers and the children they are caring for who attended a nearby elementary school in northwest Philadelphia. This program was developed after meetings among project staff, school administrators, support staff, and Home and School Association members who knew of the needs of adult caretakers. The adult caretakers consisted of grandparents, parents, and guardians of the children. The program consisted of three components: 1) a one-on-one tutoring program for the children and concurrent sessions for the caretakers; 2) a tutor component for LaSalle University students interested in volunteering as tutors; and 3) field trips and special activities to reinforce material covered during classroom sessions.

The project offered the adults support and resources in their newly acquired role as caretaker and offered the children the opportunity to gain assistance in doing homework, refining basic reading and writing skills with a tutor, as well as understanding that learning can be fun, as evidenced in the creative extra-curricular activities. The caretakers attended classes emphasizing basic skills attainment and special interest workshops while the children attended one-on-one tutoring sessions with volunteer tutors from LaSalle University.

Conclusions:

The partnership that was created among various agencies has broadened the scope of the program from being merely a literacy program for caretakers and their children into a dynamic, reciprocal learning environment for tutors, caretakers, and children alike. The adults received the assistance they needed in their role. This program could serve as a model for colleges, universities, and community-based organizations who are interested in creating a family literacy program.

PA 98-3024 $ 11,820 AE 3025-908

SENIORS: CURRENT EVENTS AND
CONSUMER AWARENESS

Carol Molek
Tuscarora IU 11 Adult Education & Job Training Center
MCIDC Plaza, One Belle Avenue, Bldg. # 58
Lewistown PA 17044
(717) 248-4942

PRODUCTS:

Final Report
Curriculum

DESCRIPTORS:

Older Adults Social Studies

The project designed and implemented curriculum for seniors in senior centers in their county. The curriculum was used successfully with 39 seniors in two senior centers.

Conclusions:

Evaluation was a continual process. The curriculum was successfully used with 39 seniors in two senior centers. While many trainings at senior centers have minimal attendance, our workshop had increased attendance at each session. The seniors found the information helpful and relevant to everyday living while enhancing basic skills. Because of the success of the workshops, numerous senior centers requested presentations.

PA 99-3063 $ 5,000 AE 3025-909

SKILLS ENHANCEMENT, SUSQUEHANNA COUNTY

Marilyn Talboys
Susquehanna County Volunteer Literacy Council
Box 277
Montrose PA 18801
(717) 278-9027

PRODUCTS:

Final Report

DESCRIPTORS:

Staff Development

This project was undertaken to increase the professional growth of staff by providing opportunities for staff to attend workshops and conferences in Pennsylvania. Reports of conference experiences were shared with other staff and tutors to promote improvement of curricula, instructional methods and techniques, and office administration. During this fiscal year, sharing was done on an on call basis, as well as through the New Reader Support Group and at Council meetings.

Conclusions:

The project was evaluated by the number of volunteers, tutors and staff within Susquehanna County who attended workshops and conferences. The final report included typed comments and workshop evaluations by participants and sample handouts in a variety of subjects. The document served as a resource for council staff.

PA 98-3013 $ 2,250 AE 3025-910

SMALL-GROUP TUTORING USING LOCAL NEWSPAPERS

Cathy Forsythe
Mifflin County Library
123 N. Wayne Street
Lewistown PA 17044
(717) 242-2391

PRODUCTS:

Training Guideline

DESCRIPTORS:

Tutoring

This project provided small group tutor training to use local newspapers as the lesson material for small groups of students. The product is a folder of worksheets with writing exercises in using a newspaper, business and person letter writing, and writing school notes. A post survey solicited responses about which worksheets were beneficial.

PA 99-3061 $ 2,000 AE 3025-872

STAFF DEVELOPMENT

Ana Kladny
Butler County Community College Adult Literacy Program
P.O. Box 1203, College Drive
Butler PA 16003-1203
(412) 287-8711 x 323

PRODUCTS:

Final Report

DESCRIPTORS:

Staff Development

This project provided staff with the necessary resources to participate in the Mid-Winter conference and numerous other workshops across the state. The staff were able to receive additional information and training in ABE, GED, ESL, workplace and family literacy. Staff meetings were held to share information received from attending the various workshops and conferences.

Conclusions:

Additional information and training in adult education enabled the staff to improve existing curricula and to facilitate the learning of adult students.

PA 99-3029 $ 3,608 AE 3025-912

STAFF DEVELOPMENT COURSE ABOUT LEARNING PROBLEMS IN ADULTS

Dr. Richard Cooper
Center for Alternative Learning
P.O. Box 716
Bryn Mawr PA 19010
(610) 525-8336

PRODUCTS:

Final Report

DESCRIPTORS:

Staff Development Special Needs

This project provided adult educators in the Philadelphia area with a nine hour course on adults with learning disabilities, problems and differences. The course included an explanation about the different types of learning disabilities and the use of the Cooper Screening of Information Processing. This was followed by demonstrations of instructional techniques designed to meet the specific learning needs that were identified by the screening instrument.

Conclusions:

The project was evaluated both by course participants and by a third-party evaluation. Materials were rated as relevant, although the course could have been longer.

PA 99-3021 $ 7,000 AE 3025-913

STAFF DEVELOPMENT FOR ABLE PROVIDERS
IN DELAWARE COUNTY

Patricia R. Gaul
Delaware County Literacy Council
225 East 24th Street
Chester PA 19013
(610) 876-4811

PRODUCTS:

Final Report
Curriculum

DESCRIPTORS:

Staff Development

The project provided two all day mini-conferences for staff and volunteers to get involved with topics selected for their appropriateness and potential for enhancing the quality of ABLE instruction provided for adult residents of the county. Objectives and findings were as follows: 1) ABLE directors in Delaware County designed the miniconferences, 2) surveyed all ABLE directors in the county to determine the most needed and appropriate topics and techniques for presentation; 3) offered four to eight selected presentor/seminars for a minimum of 100 staff and volunteers at each of the 2 mini-conferences, and 4) provided opportunity for ABLE providers to serve ABLE students in the county in a more comprehensive manner. Planners also consulted with ABLE providers and the Region 8 Staff Development Center.

Conclusions:

Fifty-nine people attended presentations on English as a Second Language and Learning Differences. Eighty-eight attended presentations on the inclusion of creative writing in ABLE instruction and learning disabilities. The communication and planning among the participants resulted in even better professional relationships and more informal contact among staff members and volunteers. Respective staff appear energized in their ongoing interactions between programs and have demonstrated better working knowledge of all ABLE programming in the county, including the opportunities offered through Region 8 Staff Development Center.

PA 99-3024 $ 8,000 AE 3025-914

STAFF DEVELOPMENT FOR ARIN IU 28 ADULT EDUCATION STAFF

Julianne D. Rettig
ARIN Adult Learning Center
Indiana Area Vocational-Technical School
441 Hamill Road
Indiana PA 15701
(412) 463-1550

PRODUCTS:

Final Report and Survey Instrument

DESCRIPTORS:

Staff Development General

This project developed four local workshops. Teachers had the opportunity to participate in a variety of staff development activities. These included PDE Fall workshops, PAACE Mid-Winter conference, PVEC, and peer observations.

The objectives were: 1) to identify and train resource specialists, 2) to strengthen the adult basic education programs operated by ARIN IU 28 by providing training to staff who are working in these programs, and 3) to enable staff to travel to local or regional ABE sites to observe peer and share and gather information.

Conclusions:

A questionnaire was developed for staff evaluation of the project. Teachers were interviewed to determine whether they could demonstrate increased understanding and skill in the areas where training was provided.

On-going, structured staff development activities based on the identified interests and needs of the adult education staff are beneficial and tend to lead to program improvement. In addition, professional growth on the part of the staff contributes to program vitality.

PA 99-3037 $ 6,131 AE 3025-915

STAFF DEVELOPMENT FOR VOLUNTEERS:
DISTANCE EDUCATION THROUGH THE HOME
STUDY OPTION

Dr. Barbara Mooney
Washington-Greene Community Action Corporation
22 West High Street
Waynesburg PA 15370
(412) 852-2893

PRODUCTS:

Final Report

DESCRIPTORS:

Staff Development Tutors/Volunteers

The Home Study project was a modification of another Section 353 distance education project. Community Action Southwest trained volunteer instructional aides (tutors) to be the contact for students. The option was used with students who were unable to meet with an instructional aide at the minimum once-a-week requirement for the traditional program. Thirteen students were paired with 13 aides and were in contact by phone and mail, and had at least one personal visit per month. Project objectives were met as follows: 1) modified a 353 project by another agency for use in a rural community; 2) created homestudy packets; 3) conducted three hour training sessions at two of three designated locations.

Conclusions:

Evaluation was obtained through attendance records, notes of training sessions and evaluative feedback of trained volunteers and students. Southwest found that the "Homestudy Option" is an excellent approach for individuals who are unable to attend either class or tutoring sessions because of travel or child care obstacles. Only the "Time Management" segment was adapted; commercial GED preparatory books were better suited to the project. Learners who use the "home study" must be highly motivated, self disciplined and have self-confidence. Some students hesitated to participate, because this was an unfamiliar experience. Other students were unable to continue and either returned to regular classes or discontinued studies when no alternative was available.

PA 99-3009 $ 22,000 AE 3025-956

STAFF DEVELOPMENT MODEL FOR USE OF A COMPREHENSIVE ASSESSMENT SYSTEM IN ADULT LITERACY PROGRAMS

Meryl K. Lazar
University of Pittsburgh
523 Forbes Quadrangle
Pittsburgh PA 15260
(412) 648-1774

PRODUCTS:

Final Report

DESCRIPTORS:

Assessment Instruments

This project trained adult education instructors to use the Adult Informal Measures in local programs. Project objectives included: 1) creating a staff development model for training in informal assessment measures in conjunction with standardized test measures; 2) implementing the model at three designated sites by working closely with selected professionals; 3) documenting the implementation process; 4) assessing effectiveness of the model; and 5) preparing a report describing the results.

Conclusions:

Evaluation included documentation of site visits, recommendations and type(s) of follow-up on recommendations, and use of assessment materials in the classroom. The effectiveness of the Adult Informal Measures assessment of student performance was determined by the instructors' use of the model at each site, and the development of strategies for resolving student learning concerns. The coordinator concluded from the site visits and examples of informal assessments that this staff development model develops in three stages. First, the instructors should understand the purpose of literacy learning from the learner's perspective. Second, instuctors must determine if existing curriculum and assessments addressed the learner's experiences and whether those experiences can be used to assess progress. Third, instructors must learn how to create informal assessment measures to suit individual teaching situations. Integration of informal assessment into classroom routines helps measure progress towards defined outcomes and helps both students and instructors create instruction which addresses identified needs.

PA 99-3056 $ 14,894 AE 3025-947

STAFF DEVELOPMENT WORKSHOPS ABOUT ADULTS WITH LEARNING DISABILITIES

Dr. Richard Cooper
Center for Alternative Learning
30 Summit Grove Avenue
Bryn Mawr PA 19010
(610) 525-8336

PRODUCTS:

Final Report

DESCRIPTORS:

Staff Development Special Needs

This staff development project provided adult educators in Pennsylvania with workshops about adults with learning disabilities, problems and differences. Ten customized training workshops, for both paid and volunteer staff, were provided to local agencies across the state.

Conclusions:

The project was evaluated both by workshop participants and by a third-party evaluation. Workshops were reviewed as meeting the need of adult educators to better understand what learning disabilities are and how to provide instruction.

PA 99-3010 $ 7,389 AE 3025-918

STAFF DEVELOPMENT: A SOUTHWESTERN PENNSYLVANIA COLLABORATION

Dr. Barbara Mooney
Washington-Greene Community Action Corporation
22 West High Street
Waynesburg PA 15370
(412) 852-2893

PRODUCTS:

Final Report

DESCRIPTORS:

Staff Development

This training project was the focal point of 1992/1993 coalition building as the group demonstrated a need for a regional forum where common issues could be shared and addressed. The Washington-Greene Community Action Corporation agreed to take the lead in the development of this collaborative effort. The objectives were: 1) to convene regional meetings of adult education providers and members of the coalition to develop a staff training plan; and to provide a forum for dialogue; 2) to hold six training sessions based on input from these collaborative meetings; 3) to promote the training sessions; and 4) to serve at least 20 staff and volunteers at each of the six training sessions.

Conclusions:

The Coalition members had input into the selecting of topics and scheduling of sessions. Staff and volunteers who had never attended formal in-service sessions attend these trainings. Additional training opportunities were offered to Coalition members through the Region 4 Staff Development Center.

PA 99-3036 $ 5,000 AE 3025-947

STAFF DEVELOPMENT: COMPUTER-AIDED INSTRUCTION

Barbra E. Rohrer
Greene County Library System's Adult Literacy Project
311 North West Street
Waynesburg PA 15370
(412) 627-9776

PRODUCTS:

Final Report

DESCRIPTORS:

Staff Development

This project was designed to help literacy tutors review new software programs for application with adult students in reading, writing and math. Project objectives were: 1) to acquire and evaluate software for individualized literacy instruction; 2) to index the software by grade levels; 3) to develop student evaluation reports; 4) to conduct workshops; and, 5) to administer pre/post surveys. Three computer software packages and a computer speaker attachment were purchased for use by students. To facilitate student use of computers at the computer lab of a nearby college, staff reviewed and modified software as necessary.

Conclusions:

Tutors developed computer based stories from vocabulary generated during students' practice at the college. Although, some adult students were inhibited from using computer speaker attachments (with earphones) among students at the college, participants reported that the workshops were beneficial.

PA 98-3008 $ 2,673 AE 3025-919

STAFF DEVELOPMENT: WRITING WORKSHOPS

Sally J. Rishell
Greene County Library System's Adult Literacy Project
311 North West Street
Waynesburg PA 15370
(412) 627-9776

PRODUCTS:

Final Report

DESCRIPTORS:

Staff Development Learning Style

A series of writing workshops were conducted for Greene County adult basic education tutors and students. Mini-grant objectives included: 1) to design writing curriculum; 2) to conduct workshops; 3) to compile materials for distributuion; and, 4) to compile statistics on effectiveness.

Conclusions:

The curriculum was distributed to 45 students and tutors for use in regular tutoring sessions. Children of adult students also were given sample writing exercises while parents attended class. Follow-up activities included one-to-one tutor sessions, using sample lesson plans and tutor tips on writing.

PA 99-3052 $ 18,850 AE 3025-916

STAFF DEVELOPMENT: COUNSELING AND COMMUNICATION

Carol Molek
Tuscarora IU 11 Adult Education and Job Training Center
MCIDC Plaza, One Belle Avenue, Bldg. # 58
Lewistown PA 17044
(717) 248-4942

PRODUCTS:

Final Report
Staff Development

DESCRIPTORS:

Staff Development Counseling

This project addressed local staff development needs of adult education practitioners in communications and counseling issues.

The workshop provided much needed staff development to new and experienced staff. They were particularly helpful in training staff: 1) to understand their limits as far as counseling is concerned; 2) to make referrals; 3) to improve listening and communication skills; 4) to develop goals; 5) to use motivational skills; 6) to understand diversity; and 7) to develop basic counseling techniques.

Conclusions:

Attendance at all of the four workshops was excellent, with 20 to 30 practitioners at each. The response to the workshops was positive as demonstrated by written evaluations from participants.

PA 99-3035 $ 5,000 AE 3025-920

STAFF EDUCATION FOR LANGUAGE ACQUISITION

Rosalie Alexander
JCC's David G. Neuman Senior Center
6600 Bustleton Avenue
Philadelphia PA 19149
(215) 338-9800

PRODUCTS:

Final Report

DESCRIPTORS:

ESL

The project focused on staff development; specifically, engaging the volunteer teaching staff in a series of workshops to create materials to be used in teaching beginning level ESL students. The workshops focused on essential survival skills such as; shopping for clothes, renting an apartment, healthy eating, and using the telephone.

The objectives were to provide volunteer teaching staff with opportunities to evaluate/refine their teaching strategies, to understand sequential skill development, and to develop appropriate teaching materials.

The project evaluation was obtained through student and teacher evaluation, professional staff observation and follow-up, and students' role play of survival situations.

Conclusions:

The participants' enthusiasm is evident in the final product. Use of an art consultant to help with visuals brought to life the concepts and methodologies discussed in each workshop. It brought textbook teaching to life, and created a lively arena for classroom teachers. The kits are oversized and remain at the Center for loan to other nearby agencies.

PA 99-3032 $ 8,000 AE 3025-921

STAFF ORIENTATION MANUAL FOR ADULT BASIC AND LITERACY EDUCATION PROVIDERS

Jamison Preston
Center for Literacy, Inc.
636 South 48th Street
Philadelphia PA 19143
(215) 474-1235

PRODUCTS:

Final Report
Manual

DESCRIPTORS:

Staff Development Language/Reading

The "Staff Orientation Manual" was designed to be used by new teachers and coordinators in organizations of varying sizes and with many different types of programs. Topics included assessment, reading, writing, math, computer-assisted learning, teaching, coordinating tutoring programs, site management, and record-keeping. The manual also has a concise bibliography and an appendix that contains forms, as well as the Indicators of Program Quality that were included in the Proposed Amendments to the Pennsylvania Adult Education State Plan.

PA 99-3051 $ 4,755 AE 3025-922

STAFF TRAINING FOR AN EFFECTIVE
TEACHING OF ESL TO ASIAN ADULTS

Vuong G. Thuy
Indochinese-American Council
4936 Old York Road
Philadelphia PA 19141
(215) 457-0272

PRODUCTS:

Final Report

DESCRIPTORS:

ESL

Ten staff development workshops for ESL personnel (administrators, teachers, tutors and volunteers) were conducted for a total of 103 individuals. Many staff members attended more than one workshop.

Hand-outs and/or related materials were distributed at the workshops. Participants were given opportunities to use and evaluate a variety of resources and teaching techniques.

Conclusions:

At the end of each workshop, participants completed an evaluation form.

PA 99-3020 $ 30,000 AE 3025-923

STATEWIDE STAFF TRAINING: ESL TEACHING AND ASSESSMENT TECHNIQUES

Dr. Beverly Smith
Catholic Charities
Immigration and Refugee Services
900 North 17th Street
Harrisburg PA 17103
(717) 232-0568

PRODUCTS:

Final Report

DESCRIPTORS:

ESL

The objective of this project was to provide training in various ESL teaching techniques to approximately 360 adult ESL teachers, administrators, and tutors throughout the state of Pennsylvania. Twelve ESL training workshops were provided in geographically diverse locations. A general questionnaire was given to each attendee following the training.

Conclusions:

Of the 357 people who attended the training workshops, 67.5% indicated that teaching ideas which were presented were new to them; they also indicated that they thought they would use the techniques in their own ESL classes. The workshops were given excellent evaluations by the attendees.

PA 99-3031 $ 10,500 AE 3025-924

STUDENT LEGAL ISSUES

Carol Molek
Tuscarora IU 11 Adult Education & Job Training Center
MCIDC Plaza, One Belle Avenue, Bldg. # 58
Lewistown PA 17044
(717) 248-4942

PRODUCTS:

Final Report
Training Packet

DESCRIPTORS:

Counseling Daily Living Sheets

Students face legal issues which are barriers to their academic success. The objective of this project was to train staff to assist students on legal issues, and to recognize those students who need professional legal consultation. Six staff development workshops were presented on the following legal issues: family law, housing law, public benefits, health law, consumer law, and employment law. In addition, three student workshops were offered.

Conclusions:

Short-term evaluation of the project's success was based on feedback from participants by means of written evaluations.

PA 98-3027 $ 5,000 AE 3025-925

STUDY GUIDE TO PREPARE FOR NEW WRITTEN CITIZENSHIP EXAMINATION: A GUIDE FOR BEGINNER LEVEL ESL STUDENTS

Dr. Beverly Smith
Catholic Charities
Immigration and Refugee Services
900 North 17th Street
Harrisburg PA 17103
(717) 232-0568

PRODUCTS:

Final Report
Study Guide

DESCRIPTORS:

ESL Social Studies

The objective of this project was to develop and publish a study guide for adult beginner English-as-a-Second Language (ESL) students who are preparing to take the written citizenship examination. ESL instructors collected information on the content of the new citizenship examination which is offered by Immigration and Naturalization Service and administered by the Educational Testing Service. This information was used to develop a study guide for prospective examinees. The study guide can be used in either a classroom setting or as a self-study guide. The study guide is printed in large print, with graphics, and brief text of concepts in American History. Sample tests and exercises are also included.

Conclusions:

Draft copies of the guide were distributed to ESL teachers who field-tested the guide with prospective examinees. Students who took the citizenship examination felt that the guide covered all the information they needed to know for the examination.

PA 98-3011 $ 19,680 AE 3025-926

SUCCESS STORIES: EMPOWERING ADULT LEARNERS

Dr. Sherry Royce
Royce & Royce, Inc.
1938 Crooked Oak Drive
Lancaster PA 17601
(717) 569-1663

PRODUCTS:

Final Report
Booklets, Flyers

DESCRIPTORS:

Public Relations

This project provided technical assistance to PDE's Bureau of Adult Basic and Literacy Education (ABLE) Program staff in selecting and recognizing ten outstanding ABLE students for 1992. Project staff made all the arrangements and handled the payment for winners' participation at the 1992 Midwinter conference. The project director prepared and published 2,000 booklets entitled SUCCESS STORIES: EMPOWERING ADULT LEARNERS and 200 student success flyers for each program with an outstanding ABLE student. This year four field managers were chosen from among the newly established regional staff development centers. The field managers provided support as needed to the winners' program.

Conclusions:

Evaluation included: 1) a survey of Success Stories panel members who rated the selection process, and 2) a Directors' Report evaluating the overall conference planning, ceremonies and follow-up. All measures of project accountability appeared favorable.

PA 99-3002 $ 33,200 AE 3025-952

SUMMER INSTITUTE FOR CORRECTIONAL EDUCATORS

Donald M. Bender
Bureau of Corrections Education
Pennsylvania Department of Education
333 Market Street, 12th Floor
Harrisburg PA 17126-0333
(717) 783-9200

PRODUCTS:

Final Report

DESCRIPTORS:

Correctional Education

A statewide inservice was conducted at Millersville University for correctional educators throughout the state. Topics included ESL strategies, testing and assessment, instructional strategies, decision making, and vocational/adult education strategies. Approximately 180 correctional educators who worked in federal, state and county facilities attended the summer inservice programs.

Conclusions:

Individual session evaluations and program evaluations were completed by participants.

PA 99-3003 $ 42,494 AE 3025-928

SUMMER INSTITUTE: FAMILY LITERACY

Carol Molek
Tuscarora IU 11 Adult Education & Job Training Center
MCIDC Plaza, One Belle Avenue, Bldg. # 58
Lewistown PA 17044
(717) 248-4942

PRODUCTS:

Final Report
Training Packets

DESCRIPTORS:

Family Literacy

A three-day Summer Institute provided a comprehensive overview of state and national family literacy initiatives. Project objectives were: 1) to coordinate a three day summer institute on family literacy for 100 ABE practitioners, and 2) to evaluate effectiveness of the event.

Conclusions:

Evaluations were completed by conference attendees and presentors. Participants were pleased with the thirteen workshops and noted that their needs had been met by the conference. A list of attendees and a list of family literacy resources were distributed to those who had attended the conference. Networking was an important aspect of the three day institute and all workshops, as well as the keynote speaker, were positively evaluated.

PA 98-3020 $ 5,000 AE 3025-949

TAKING THE LANGUAGE HOME

Daniel Tempestini
School District of Erie
Adult Learning Center
2931 Harvard Road
Erie PA 16508-1208
(814) 871-6656

PRODUCTS:

Final Report
Handbook, "Taking the Language Home"

DESCRIPTORS:

ESL

This project was an eight week demonstration project. The project included the development and/or adaption of lessons, materials, activities and games. It also included instruction of these lessons, consisting of three 1 hour classes for eight weeks. The main goal of this project was to equip adult ESL students with the knowledge, confidence and materials to teach English to family members at home.

Project objectives were: 1) for each instructor to develop and/or adapt a series of eight lessons including materials, activities and games, 2) for each student to complete a written checklist and oral interview weekly with their instructor, and 3) for instructors to compile a final report and handbook of the lessons, materials, activities and games.

Conclusions:

Written checklists were completed by the students and informal oral interviews were completed by each instructor.

Therefore, materials were made specific and directly related to lesson content so the student could easily implement it in the home. Although discussions in English are good in the classroom, it was found that these discussions do not encourage carry over of English skills in the home.

Lessons with accompanying materials were beneficial for the adult ESL student to use and practice English in the home. There were varying degrees of success with the lessons developed in this project. Keeping a focus on specific content and how well the student learns the content within the classroom, determines if reteaching occurs in the home.

PA 99-3018 $ 5,000 AE 3025-929

TEACHERS TRAINING TEACHERS IN CULTURE
COMMUNICATION AND CURRICULUM

Dr. Linda V. McCrossan
Adult Literacy Center for the Lehigh Valley
530 Hamilton Street
Allentown PA 18101
(610) 435-9680

PRODUCTS:

Final Report

DESCRIPTORS:

Staff Development ESL

This staff development project was designed to use current teaching staff as peer educators during a concentrated two-day workshop. Topics covered were cross cultural communication, oral language assessment in ESL, Functional Language Assessment in Adult Education, and cultural diversity within the Hispanic Community.

PA 99-3065 $ 5,000 AE 3025-930

TEACHING STRATEGIES FOR ESOL VOLUNTEERS

Sister Mary Ellen Eckardt
IHM Literacy Center & GED Center
425 West Lindley Avenue
Philadelphia PA 19120
(215) 457-2232

PRODUCTS:

Final Report, Audio Tape, and Teacher's Guide

DESCRIPTORS:

ESL Language/Reading
Writing

This program for volunteer teachers provided cultural enrichment in the teaching of ESOL skills and increased teachers understanding of the multicultural backgrounds of the students attending the Literacy Center.

This program for volunteer teachers provided a two-fold approach to teaching English as a Second Language. First, cultural enrichment strategies were used to increase understanding of the multicultural backgrounds of adult students attending the center. Second, volunteer teachers were given "hands on" opportunities to use the Unisys Autoskill Component Reading Subskills Program. The teachers could clearly understand why this program is an excellent method for inexperienced teachers to use when teaching basic skills to ESOL students: listening, speaking, reading, and writing.

Conclusions:

Evaluation of the teachers' personal reactions to the instructional materials, textbooks, workbooks, and video-cassette presentations was gleaned through teacher surveys and workshop assessment forms. Volunteer teachers of ESOL should receive hands-on training in the use of both hardware and software. Presenters who know and understand the cultures of the Asians, the Hispanics, and the Portuguese are better able to give practical suggestions to classroom teachers.

PA 99-3022 $ 12,138 AE 3025-931

TLC'S TRAINING TRAINERS PROJECT

Sherry Spencer
Tutors of Literacy in the Commonwealth
Bradford County Library
RR #3 Box 320
Troy PA 16947
(717) 297-3375

PRODUCTS:

Final Report

DESCRIPTORS:

Tutoring

Three regional two-day workshops were held for tutor trainers. These workshops focused on the newest philosophies and methodologies in training proposed by Laubach Literacy Action. The workshops were conducted by four Pennsylvania tutor trainers who had participated in LLA's National Training project in 1992. The workshops enabled PA tutor trainers to meet new requirements from LLA, as well as to become more open and eclectic in their training style. The workshops were also designed to improve the quality of tutor training and to increase the number of available tutor trainers.

Conclusions:

Although only 49 tutor trainers attended the three two-day workshops, these tutor trainers networked with other tutor trainers in their regions, were exposed to new ideas/concepts, and used the information to improve the training of volunteer tutors. Some participants indicated that there should be separate sessions for experienced trainers and separate sessions for new trainers.

PA 98-3033 $ 15,800 AE 3025-932

TOPICS FOR LEHIGH COUNTY SENIORS

Joan Lipiec
Lehigh County Community College
609 Hamilton Mall
Allentown PA 18101
(610) 776-1998

PRODUCTS:

Final Report
Curriculum for Senior Citizens

DESCRIPTORS:

Older Adults Curriculum

The Lehigh County Community College and the Lehigh County Senior Citizens Center worked cooperatively to assess the needs of the latter's 1600 membership.

The objectives of the project were: 1) to conduct a needs assessment of the Senior Center population; 2) to research existing materials and programs for seniors; 3) to develop a curriculum integrating basic skills with content identified; 4) to field test the curriculum; and, 5) to evaluate and produce a finalized curriculum.

Conclusions:

Methods of evaluation were: 1) participants evaluated the content/format of the courses; 2) instructor review and modification of course; and, 3) coordinator review of curriculum against criteria.

Senior citizens do not wish to make long term commitments to courses, but seek to improve basic skills only to meet present day demands. The curriculum outlines for these workshops need to be expanded so they might be available as complete packages for dissemination and adoption/adaptation elsewhere.

PA 99-3014 $ 24,000 AE 3025-933

TUTOR TRAINING DEVELOPMENT WORKSHOPS

Sherry Spencer
Tutors of Literacy in the Commonwealth
Bradford County Library, RD #3
Troy PA 16947
(717) 297-3375

PRODUCTS:

Final Report and Curriculum Guide (Part A)
Workshop Videotapes (4) (Parts B,C,D, E)

DESCRIPTORS:

Tutoring

Tutors of Literacy in the Commonwealth held three regional two-day workshops for tutor trainers, and adult literacy providers to exchange information regarding tutor training to: 1) learn what models exist statewide in training, 2) evaluate their own tutor training, and 3) begin making changes to improve the quality of tutor training offered by their programs.

Project objectives were accomplished by: 1) providing three, two-day regional workshops in three geographic area of the state; 2) exposing participants to four different tutor training workshops currently conducted in the state; and, 3) guiding participants through "hands on" activities to enable them to evaluate their current tutor training. Participants were most eager to participate in these workshops, to learn new and better methods for conducting tutor training for volunteers.

Conclusions:

Evaluations indicate that a great deal of valuable information was obtained through the workshop exchange. These workshops provided a forum for gathering information on content, techniques and evaluation of tutor training, as well as an opportunity for discussion and debate over philosophical issues relating to tutor training.

PA 98-3041 $ AE 3025-934

USING NATIONAL ISSUES FORUMS IN A BASIC LITERACY PROGRAM

Linda Herr
Lycoming County Library System Adult Literacy Program
19 East Fourth Street
Williamsport PA 17701
(717) 326-0536

PRODUCTS:

Final Report

DESCRIPTORS:

Social Studies

This project incorporated the National Issues Forums concept into basic literacy programs with specific pre-forum activities and actual forum participation on the part of students and tutors. The forum process encouraged critical thinking skills, reading skills, and vocabulary improvement. The forum concept was an esteem builder for the students because they could participate at the same level as the community at large. The introduction of National Issues Forums became the springboard in helping to create a new position for these adults as active rather then passive citizens who would develop the confidence to fully participate in community affairs.

Conclusions:

From all reports, tutors and students found the Issues books interesting and challenging. However, basic literacy students (0-4) need to spend more time on the print material than ABE/GED students. Tutors and students stated that the Issues provided an opportunity for critical thinking and discussion.

PA 99-3062 $ 3,499 AE 3025-935

USING STAFF DEVELOPMENT TO IMPROVE RETENTION OF SPECIAL NEEDS STUDENTS

Linda Herr
Lycoming County Library System/Adult Program
19 East Fourth Street
Williamsport PA 17701
(717) 326-0536

PRODUCTS:

Final Report, Curriculum Outline and Bibliography

DESCRIPTORS:

Staff Development Special Needs

This project improved the abilities of tutors to meet the special needs of English as a Second Language. Working with adults who have learning disabilities, and using supplemental materials, not only will improve student retention but also tutor retention.

Conclusions:

All participants utilized at least part of the strategies presented during the in-services. Retention of students and tutors attending is 100%.

PA 99-3059 $ 5,000 AE 3025-936

UTILIZING DBASE IV IN AN ADULT EDUCATION ENVIRONMENT

Michael Glantz
CIU 10 Development Center for Adults
Centre County Vo-Tech School
Pleasant Gap PA 16823
(814) 359-3069

PRODUCTS:

Final Report

DESCRIPTORS:

Technology Staff Development

The project was developed to provide training on the use of Database IV, Microsoft MS-DOS, and WordPerfect for 15 teachers and support staff. Staff were assisted in using the software on IBM compatible computers to create reports, track progress, and conduct student follow-up activities more easily and efficiently.

Conclusions:

An advanced class with more time for staff to create their own programs would be useful.

PA 98-3047 $ 21,615 AE 3025-937

VALLEY THAT READS, THE

Richard Strain
Bethlehem Area Chamber of Commerce
459 Old York Road
Bethlehem PA 18018
(610) 867-3788

PRODUCTS:

Final Report
Broadcast Videos,"Jump into Reading", 5cc only

DESCRIPTORS:

Family Literacy Recruitment

This project was the center of a community-wide effort to instill in children a love of reading so that they are better prepared to begin school and eventually become part of a more literate workforce. The target audience was composed of Lehigh Valley parents who have young children (birth to age 7) and who read primarily in Spanish, or parents who have limited reading ability. High school graduates with young children were also reached through the video. Two broadcast-quality family literacy videos (English language and Spanish language version) were broadcast over WLVT-TV Public Television, Channel 39, and widely distributed to area agencies and organizations. The effort was spearheaded by the Bethlehem Area Chamber of Commerce and Lehigh Valley 2000 Business-Education Partnership. Project objectives also included distributing a brochure on how to read to a child, and offering reading workshops to parents and grandparents.

Conclusions:

The feature character of the video, Jumparoo, provided a positive encouragement to teach parents how to make reading more available to children. Jumparoo, a life-sized animated purple kangaroo with a mechanical joey, was very effective when used as a recreational tool to promote family reading in the Lehigh Valley area.

Parents who cannot or do not read to their children were approached in a non-threatening manner to successfully motivate them.

PA 98-3043 $ 17,650 AE 3025-938

VERIFYING APPLIED LITERACY SKILLS IN ABE PROGRAMS (VALS)

Joan Lipiec
Lehigh County Community College
609 Hamilton Mall
Allentown PA 18101
(610) 776-1998

PRODUCTS:

Final Report

DESCRIPTORS:

Assessment Instruments

The objectives of this project were: 1) to investigate the degree to which the ETS Tests of Applied Literacy Skills may be used in predicting GED success, 2) to obtain baseline data on applied skills which can be compared to state (PALS) and national (NALS) literacy scores, 3) to demonstrate greater learning gains and retention rates in the experimental when compared to a traditional GED program, and 4) to determine the level of post-program student success in meeting goals. The target audience were adults in Lehigh County who lacked a high school diploma and who are likely to be deficient in basic skills.

The experimental group received GED instruction with functional and workplace contexts emphasized, as well as supplemental instruction. The control group received a traditional GED curriculum.

Conclusions:

Evaluation measures included: regression analysis, comparison and of attendance data and T tests to compare experimental and control group performance. There were no major differences on experimental and control group performance, retention rates or success in meeting goals.

PA 98-3007 $ 11,194 AE 3025-939

VISUAL LITERACY: A NEGLECTED COMPONENT

Dr. Eunice N. Askov
Institute for the Study of Adult Literacy
Pennsylvania State University
204 Calder Way, Suite 209
University Park PA 16801-4756
(814) 863-3777

PRODUCTS:

Final Report
Visual Literacy Model

DESCRIPTORS:

Learning Style Reading

Project objectives were to adapt, research, and evaluate the impact of visual learning with adult literacy students. Using a multi-modal, multi-media, whole language unit of study, the project provided the background for vocabulary, enhanced concept development and computational skill development. The program was built around Scott O'Dell's novel, "The Black Pearl", and includes materials and activities designed to help learners visualize the story, to aid comprehension and to support the development of knowledge and thinking skills. Materials include a video based on the novel, prediction prints, an audiocassette of the movie soundtrack, and a teacher's guide with information and activities. The visual literacy model suggests ways in which the novel and the materials could be used.

Conclusions:

Students showed gains in knowledge of general vocabulary and Spanish vocabulary from the beginning to the end of the project. There was some indication that students held a more positive attitude toward fiction at the end of the project. Teachers and students felt that the materials and activities aided comprehension and thinking skills development. Both teachers and students were enthusiastic about the program.

The model and materials tested in this project are adaptable to GED reading and life skills classes. An experimental study with a control group should be carried out to determine whether the program does indeed develop adult learners' knowledge, skills, and comprehension.

PA 99-3026 $ 12,502 AE 3025-940

VISUALLY IMPAIRED AND ADULT EDUCATION HANDBOOK

Dr. Linda V. McCrossan
Adult Literacy Center of the Lehigh Valley
530 Hamilton Street
Allentown PA 18101
(610) 435-0680

PRODUCTS:

Final Report
Handbook " I Only Fear What I Cannot See"

DESCRIPTORS:

Special Needs Recruitment
Tutors/Volunteers

The project resulted in a handbook to assist adult education programs accommodate visually impaired adults in regular adult education classes. The handbook includes a glossary of visual impairments, requirements of the Americans with Disabilities Act, and a directory of Pennsylvania agencies with special services or materials for the visually impaired. The handbook also includes a section of instructional tips to accommodate visually impaired adult learners.

Conclusions:

After reviewing the available resources, it was apparent that community resources through state agencies are available at low or no cost to adult education providers.

PA 99-3008 $ 4,316 AE 3025-941

VOLUNTEER AWARENESS AND
EDUCATION ENABLING
STAFF DEVELOPMENT PROJECT FOR VOLUNTEER
LITERACY TUTORS

Mary Lindquist
Crawford County Literacy Council, Inc.
312 Chestnut Street, #103
Meadville PA 16335
(814) 337-7323

PRODUCTS:

Final Report with Samples

DESCRIPTORS:

Tutoring

The goal for this project was to assist literacy program volunteer tutors and staff to increase their sensitivity to the factors in the life of an adult learner that may hinder or otherwise affect learning. These factors are often social rather than academic issues that may interrupt an adult learner's attempt to maintain basic educational skills.

Volunteers and staff were trained to become aware of when help is needed and how to provide that help without undermining the new reader's self-reliance and esteem. The council 1) provided three half-day trainings for tutors and staff of Crawford County READ; 2) sponsored one full day workshop for 30 staff and tutors to promote awareness and understanding of the concept of "educational enabling"; 3) informed and sensitized participants regarding the variety of non-educational problems confronting new readers; and 4) provided information on area agencies where students can get support/help.

Conclusions:

An informal evaluation tool was used at the end of each workshop and a follow-up evaluation was sent at the end of the program year. New readers' retention was good among those who were matched to the tutors attending the workshops. It is difficult to know the precise reasons for retention.

PA 98-3022 $ 17,533 AE 3025-893

WHAT DOES THAT MEAN ? (VIDEO FOR USE WITH THE CULTURAL LITERACY HANDBOOK)

Mary Ann Eisenreich
South Hills Literacy Improvement Center
301 Church Road
Bethel Park PA 15102
(412) 854-8415

PRODUCTS:

Final Report
Video

DESCRIPTORS:

ESL

Objectives of the project were: 1) to develop a printed instructional package based on the Cultural Literacy Handbook; 2) to create a video that would illustrate the correct use of idioms; 3) to use the package to teach students; and 4) to evaluate the effectiveness of the package.

The idioms were combined with learning exercises into a student handbook and a facilitators handbook. The video features dramatized situations in which the idioms are used correctly, the dramatized interpretation of what the idiom seems to mean, then an explanation of what the idioms really mean. The video contains stop time in each presentation so that the facilitator can stop the tape and discuss with students what they have seen and heard.

Conclusions:

ESL students in Allegheny, Chester, and Erie counties were tested to determine their knowledge of 50 selected idioms.
The literacy professionals and tutors who had an opportunity to use the handbooks and see the video were enthusiastic in their support of the package, and they expressed definite interest in using the package in their programs. These professionals also reported that the package could be used as a guide for developing their own scripts and discussions of idioms.

The use of a video to reproduce situations in which idioms are used correctly and in context is a valuable way to teach idiomatic English to ESL students who do not frequently hear English being spoken outside the classroom. A version of the videotape was also produced for the hearing impaired.

PA 98-3035 $ 41,000 AE 3025-942

WHAT'S THE BUZZ?"--PENNSYLVANIA'S
ADULT BASIC AND LITERACY EDUCATION
DISSEMINATION NEWSLETTER

David W. Fluke
Adult Education Linkage Services
Box 214
Troy PA 16947
(717) 596-3474

PRODUCTS:

Final Report
Ten Issues of Newsletter

DESCRIPTORS:

Dissemination

The grantee prepared and produced ten monthly issues of a newsletter for teachers, tutors, counselors, and administrators. The newsletter served as an in-service communication tool, an instrument of dissemination about exemplary Section 353 projects, and a conduit for information from the Bureau of Adult Basic and Literacy Education. The newsletter was distributed to approximately 2,800 adult practitioners in Pennsylvania.

Conclusions:

"What's the Buzz?" has successfully met the needs of the adult education community in Pennsylvania because it provides relevant information and appropriate staff development material. The publication also provided information about new and changing priorities established by the state and national departments of education.

PA 98-3004 $ 4,841 AE 3025-944

WORKFORCE LITERACY PROJECT G.A.T.P.
DEMONSTRATION OF PROJECT G.A.T.P.

Barbara J. Covert
Employment & Training, Inc.
723 Portland Avenue
Huntingdon PA 16652
(814) 643-3093

PRODUCTS:

Final Report

DESCRIPTORS:

Workforce Education Curriculum

This demonstration project adopted Project GATB (PA98-1028) to help unemployed and underemployed residents of Huntingdon County enhance their literacy skills, and to increase General Aptitude Test Battery scores, and to qualify for more or better job opportunities.

The participants were pre-tested, and attended a six-week cycle of instructional classes on how to prepare for the aptitude test. Classroom instruction was provided in both verbal and numerical skill areas.

Conclusions:

Even though participants increased their GATB scores, student scores did not show substantial increases.

Limited classroom time (six weeks) and a large amount of material to cover with different levels of some material to be covered more slowly than anticipated. Possibly a longer time frame for classroom instruction might have been more effective to increase GATB test scores.

PA 99-3005 $ 29,800 AE 3025-945

WORKPLACE LITERACY TRAINING SEMINAR:
STRATEGIES FOR DESIGNING
WORKPLACE LITERACY PROGRAMS

Dr. Beverly Smith
Catholic Charities
Immigration and Refugee Services
900 N. 17th Street
Harrisburg PA 17103
(717) 232-0568

PRODUCTS:

Final Report
Booklet of Seminar Handouts

DESCRIPTORS:

Workplace Literacy Staff Development

A three-day training seminar on how to establish and implement a workplace literacy program was sponsored through this grant. A well-known expert on workplace literacy was the trainer for the entire seminar.

The objective of this project was to provide training by a well-known expert to approximately 100 adult education administrators, teachers, and tutors in Pennsylvania during a three-day seminar. Conclusions:

At the conclusion of the three-day seminar, attendees were given a standardized evaluation form to complete. Of those who returned the evaluation forms, 67% rated the organization of the workshop as "better than average;" 59% felt that the objectives of the workshop were well defined; 59% felt that the ideas and activities presented during the training were informative; 51% felt the training was productive and beneficial to them; 53% felt that the training was better than average; and 62% felt that the trainer was better than average. There were numerous comments that attendees liked the idea of intensive training during a three-day seminar, and recommended that such training be continued in the future.

INDEX OF DESCRIPTORS

Administration

ABLE SUMMER INSTITUTE FOR ADMINISTRATORS 2

CHESTER COUNTY ADULT LITERACY CONSORTIUM (92-93) 7

LITERACY CONSORTIUM OF ALLEGHENY COUNTY 34

PENNSYLVANIA ABLE HANDBOOK FOR PROGRAM ADMINISTRATORS, 1993 EDITION 49

Assessment Instruments

STAFF DEVELOPMENT MODEL FOR USE OF A COMPREHENSIVE ASSESSMENT SYSTEM IN ADULT LITERACY PROGRAMS 80

VERIFYING APPLIED LITERACY SKILLS IN ABE PROGRAMS (VALS) 106

Correctional Education

ANTHOLOGY OF INMATE ART 4

CONTEXT, THE - AN INMATE NEWSLETTER 10

SUMMER INSTITUTE FOR CORRECTIONAL EDUCATORS 93

Counseling

A.A./N.A. STUDENT/TUTOR TRAINING 1

CATCH THEM, CALM THEM, KEEP THEM 6

CONFLICT RESOLUTION MODEL 9

STUDENT LEGAL ISSUES 90

Curriculum

COMPUTER ASSISTED EVERYDAY BASIC SKILLS 8

ELM BRANCHES OUT! 16

MENU SELECTION ASSISTANCE - A WORKPLACE LITERACY CURRICULUM FOR HOSPITAL WORKERS 41

TOPICS FOR LEHIGH COUNTY SENIORS 100

WORKFORCE LITERACY PROJECT G.A.T.P. DEMONSTRATION OF PROJECT G.A.T.P. 112

Daily Living Skills

FREEBIES FOR ABLE 23

LEARNING NUTRITION FROM A MULTI-CULTURAL PERSPECTIVE 32

STUDENT LEGAL ISSUES 90

Delivery Systems

HUNTINGDON COUNTY ADULT COALITION SPONSORED STAFF DEVELOPMENT INSERVICE TRAINING OPPORTUNITIES 27

LITERACY CONSORTIUM OF ALLEGHENY COUNTY 34

Dissemination

FOCUS ON LITERACY: PROMOTING PROMISING PRACTICES (92-93) 22

FREEBIES FOR ABLE 23

PASSAGE: YOUR WORKPLACE AND JOB SKILLS INFORMATION NEWSLETTER 47

PENNSYLVANIA ABLE HANDBOOK FOR PROGRAM ADMINISTRATORS, 1993 EDITION 49

WHAT'S THE BUZZ?"--PENNSYLVANIA'S ADULT BASIC AND LITERACY EDUCATION DISSEMINATION NEWSLETTER 111

ESL

DEVELOPING A PRE-EMPLOYMENT SKILLS CURRICULUM FOR THE ESL LEARNER 12

ELM BRANCHES OUT! 16

HANDBOOK: MATERIALS FOR TUTOR TRAINING IN AN ESL PROGRAM FOR MIGRANT WORKERS 25

STAFF EDUCATION FOR LANGUAGE ACQUISITION 86

STAFF TRAINING FOR AN EFFECTIVE TEACHING OF ESL TO ASIAN ADULTS 88

STATEWIDE STAFF TRAINING: ESL TEACHING AND ASSESSMENT TECHNIQUES 89

STUDY GUIDE TO PREPARE FOR NEW WRITTEN CITIZENSHIP EXAMINATION: A GUIDE FOR BEGINNER LEVEL ESL STUDENTS 91

TAKING THE LANGUAGE HOME 96

TEACHERS TRAINING TEACHERS IN CULTURE COMMUNICATION AND CURRICULUM 97

TEACHING STRATEGIES FOR ESOL VOLUNTEERS 98

WHAT DOES THAT MEAN ? (VIDEO FOR USE WITH THE CULTURAL LITERACY HANDBOOK) 110

Family Literacy

COOPERATIVE FAMILY LITERACY PROJECT, A 11

EXPLORING THE WONDERS OF BOOKS: A FAMILY LITERACY PROGRAM FOR CHALLENGED ADULTS 19

FAMILY LITERACY FOR PARENTS IN BRIDGE HOUSING 20

LITERACY INITIATIVES FOR FAMILIES WITH YOUNG DEAF CHILDREN 35

READING TOGETHER: TOWARDS A COLLABORATIVE APPROACH A FAMILY LITERACY APPROACH 57

SECOND TIME AROUND FAMILY LITERACY 71

SUMMER INSTITUTE: FAMILY LITERACY 95

VALLEY THAT READS, THE 105

GED

GED MATH TEACHER'S GUIDE FOR NON-MATH TEACHERS 24

Interstate Programs

MASON-DIXON CONFERENCE ON ADULT EDUCATION 40

PENN OHIO STAFF DEVELOPMENT CONFERENCE 48

Language Arts

ANTHOLOGY OF INMATE ART 4

NEWSLETTER PROMOTING STUDENT LEARNING AND STUDENT COMMUNITY 44

Language Arts/Writing

PLATINUM HISTORICAL LITERACY CLASS 51

Language/Reading

EXPLORING THE PAST: SENIOR LITERACY MODEL 17

ON THE WRITE TRACK 45

PARTICIPATORY STAFF DEVELOPMENT 46

STAFF ORIENTATION MANUAL FOR ADULT BASIC AND LITERACY EDUCATION PROVIDERS 87

TEACHING STRATEGIES FOR ESOL VOLUNTEERS 98

Learning Style

STAFF DEVELOPMENT: WRITING WORKSHOPS 84

Library Collections

LITERACY LENDING LIBRARY 36

Literacy

PENNSYLVANIA ADULT LITERACY SURVEY 50

Mathematics

GED MATH TEACHER'S GUIDE FOR NON-MATH TEACHERS 24

IN-SERVICE MATH INSTRUCTION PROGRAM FOR TUTORS 28

PRE-MATH/SCIENCE TRAINING FOR CHEMICAL LABORATORY TECHNICIANS 52

Older Adults

EXPLORING THE PAST:
SENIOR LITERACY MODEL 17

SENIORS: CURRENT EVENTS AND
CONSUMER AWARENESS 72

TOPICS FOR LEHIGH COUNTY SENIORS 100

Public Relations

SUCCESS STORIES: EMPOWERING ADULT
LEARNERS 92

Recruitment/Retention

SEARCH FOR TOMORROW'S STUDENT, A 70

RETAINING RELUCTANT LEARNERS IN ABE
THROUGH THE STUDENT INTAKE PERIOD 68

VALLEY THAT READS, THE 105

VISUALLY IMPAIRED AND ADULT EDUCATION HANDBOOK 108

Research

ASSESSING THE NEED, ACCEPTABILITY AND RESOURCES FOR
ADULT LITERACY STAFF DEVELOPMENT THROUGH
DISTANCE EDUCATION IN RURAL PA RECOMMENDED
MODELS 5

EFFECTIVENESS OF GROUP INSTRUCTION IN
ADULT LITERACY ACQUISITION 15

PENNSYLVANIA ADULT LITERACY SURVEY 50

RETAINING RELUCTANT LEARNERS IN ABE THROUGH THE
STUDENT INTAKE PERIOD 68

READING TOGETHER: TOWARDS A COLLABORATIVE
APPROACH A FAMILY LITERACY APPROACH 57

Science

PRE-MATH/SCIENCE TRAINING FOR CHEMICAL LABORATORY TECHNICIANS 52

Social Studies

DON'T KNOW MUCH ABOUT GEOGRAPHY: TRAINING ADULT EDUCATORS TO TEACH GEOGRAPHY CREATIVELY 14

EXPLORING CULTURE 18

LASER DISC TECHNOLOGY "A VISUAL APPROACH TO READING" 30

NATIONAL ISSUES FORUMS: CITIZENSHIP THROUGH LITERACY 43

PROJECT LEARN TO VOTE: LITERACY COUNCIL OF LANCASTER/LEBANON (LVA) 54

READING, WRITING AND REGISTERING THROUGH THE DEMOCRATIC PROCESS 58

SENIORS: CURRENT EVENTS AND CONSUMER AWARENESS 72

STUDY GUIDE TO PREPARE FOR NEW WRITTEN CITIZENSHIP EXAMINATION: A GUIDE FOR BEGINNER LEVEL ESL STUDENTS ... 91

USING NATIONAL ISSUES FORUMS IN A BASIC LITERACY PROGRAM 102

Special Needs

ABLE SUMMER INSTITUTE: ADULTS WITH LEARNING DISABILITIES 3

EXPLORING THE WONDERS OF BOOKS: A FAMILY LITERACY PROGRAM FOR CHALLENGED ADULTS 19

FAMILY LITERACY FOR PARENTS IN BRIDGE HOUSING 20

HELPING LEARNING DISABLED ADULTS THROUGH SPECIALIZED TUTORIAL TECHNIQUES 26

LITERACY INITIATIVES FOR FAMILIES WITH YOUNG DEAF CHILDREN 35

LITERACY PROJECT FOR ADULTS WITH LEARNING DISABILITIES 37

SECOND TIME AROUND FAMILY LITERACY 71

USING STAFF DEVELOPMENT TO IMPROVE RETENTION OF SPECIAL NEEDS STUDENTS 103

VISUAL LITERACY: A NEGLECTED COMPONENT 107

VISUALLY IMPAIRED AND ADULT EDUCATION HANDBOOK 108

Staff Development

ABLE SUMMER INSTITUTE: ADULTS WITH LEARNING DISABILITIES 2

HUNTINGDON COUNTY ADULT COALITION SPONSORED STAFF DEVELOPMENT INSERVICE TRAINING OPPORTUNITY 27

INDIAN VALLEY ESL STAFF DEVELOPMENT 29

LVA LANCASTER-LEBANON LITERACY COUNCIL STAFF DEVELOPMENT PROJECT 39

MID-STATE LITERACY COUNCIL STAFF DEVELOPMENT 42

PARTICIPATORY STAFF DEVELOPMENT 46

PROFESSIONAL DEVELOPMENT PROGRAM FOR ADULT EDUCATORS 53

PROJECT ON TRACK: A LOCAL STAFF DEVELOPMENT PROJECT 55

PROJECT SHARE 56

REGION 1 STAFF DEVELOPMENT CENTER 59

REGION 2 STAFF DEVELOPMENT NETWORK 60

REGION 3 STAFF DEVELOPMENT CENTER 61

REGION 4 STAFF DEVELOPMENT FOR ADULT EDUCATION 62

REGION 5 STAFF DEVELOPMENT 63

REGION 6 STAFF DEVELOPMENT IN ADULT EDUCATION 64

REGION 7 TRI-VALLEY STAFF DEVELOPMENT CENTER 65

REGION 8 STAFF DEVELOPMENT CENTER 66

REGION 9 STAFF DEVELOPMENT CENTER 67

SKILLS ENHANCEMENT, SUSQUEHANNA COUNTY 73

STAFF DEVELOPMENT 75

STAFF DEVELOPMENT COURSE ABOUT LEARNING PROBLEMS IN ADULTS 76

STAFF DEVELOPMENT FOR ABLE PROVIDERS IN DELAWARE COUNTY 77

STAFF DEVELOPMENT FOR ARIN IU 28 ADULT EDUCATION STAFF 78

STAFF DEVELOPMENT FOR VOLUNTEERS: DISTANCE EDUCATION THROUGH THE HOME STUDY OPTION 79

STAFF DEVELOPMENT WORKSHOPS ABOUT ADULTS WITH LEARNING DISABILITIES 81

STAFF DEVELOPMENT: A SOUTHWESTERN PENNSYLVANIA COLLABORATION 82

STAFF DEVELOPMENT: COMPUTER-AIDED INSTRUCTION 83

STAFF DEVELOPMENT: WRITING WORKSHOPS 84

STAFF DEVELOPMENT: COUNSELING AND COMMUNICATION 85

STAFF ORIENTATION MANUAL FOR ADULT BASIC AND LITERACY EDUCATION PROVIDERS 87

TEACHERS TRAINING TEACHERS IN CULTURE COMMUNICATION AND CURRICULUM 97

USING STAFF DEVELOPMENT TO IMPROVE RETENTION OF SPECIAL NEEDS STUDENTS 103

Student Support Groups

NEWSLETTER PROMOTING STUDENT LEARNING AND STUDENT COMMUNITY 44

Technology

ASSESSING THE NEED, ACCEPTABILITY AND RESOURCES FOR ADULT LITERACY STAFF DEVELOPMENT THROUGH DISTANCE EDUCATION IN RURAL PA RECOMMENDED MODELS 5

COMPUTER ASSISTED EVERYDAY BASIC SKILLS 8

LASER DISC TECHNOLOGY "A VISUAL APPROACH TO READING" 30

SUMMER INSTITUTE FOR ESL TEACHERS AND TUTORS AT LEHIGH 94

UTILIZING DBASE IV IN AN ADULT EDUCATION ENVIRONMENT 104

Tutoring

AA/NA STUDENT/TUTOR TRAINING 1

EFFECTIVENESS OF GROUPS INSTRUCTION IN ADULT LITERACY ACQUISITION 15

FAMILY LITERACY TUTOR TRAINING 21

HANDBOOK: MATERIALS FOR TUTOR TRAINING IN AN ESL PROGRAM FOR MIGRANT WORKERS 25

HELPING LEARNING DISABLED ADULTS THROUGH SPECIALIZED TUTORIAL TECHNIQUES 26

INDIAN VALLEY ESL STAFF DEVELOPMENT 29

LEARNING DISABILITIES WORKSHOP 31

LUTHERAN CHILDREN AND FAMILY SERVICES TUTOR TRAINING GUIDEBOOK 38

LVA LANCASTER-LEBANON LITERACY COUNCIL STAFF DEVELOPMENT 39

SCOLA TRAINING PROJECT: TUTOR AND COMPUTER-ASSISTED INSTRUCTION (CAI) 69

SMALL-GROUP TUTORING USING LOCAL NEWSPAPERS 74

STAFF DEVELOPMENT FOR VOLUNTEERS: DISTANCE EDUCATION THROUGH THE HOME STUDY OPTION 79

TLC'S TRAINING TRAINERS PROJECT 99

TUTOR TRAINING DEVELOPMENT WORKSHOPS 101

VOLUNTEER AWARENESS AND EDUCATION ENABLING STAFF DEVELOPMENT PROJECT FOR VOLUNTEER LITERACY TUTORS 109

Workforce Education

DEVELOPING A PRE-EMPLOYMENT SKILLS CURRICULUM FOR THE ESL LEARNER 12

PASSAGE: YOUR WORKPLACE AND JOB SKILLS INFORMATION NEWSLETTER 47

WORKFORCE LITERACY PROJECT G.A.T.P. DEMONSTRATION OF PROJECT G.A.T.P. 112

Workplace Literacy

DEVEREUX FOUNDATION LITERACY PROGRAM CURRICULUM GUIDE FOR AGENCIES CONDUCTING WORKPLACE LITERACY PROGRAM IN A HEALTH CARE FACILITY 13

MENU SELECTION ASSISTANCE - A WORKPLACE LITERACY CURRICULUM FOR HOSPITAL WORKERS 41

WORKPLACE LITERACY TRAINING SEMINAR: STRATEGIES FOR DESIGNING WORKPLACE LITERACY PROGRAMS 113

Writing

ON THE WRITE TRACK 45

INDEX BY PROJECT DIRECTOR AND AGENCY

Dr. Gertrude A. Barber Center 19

Aaronson-Judith
Literacy Consortium of Allegheny County 20

Alexander-Rosalie
JCC's David G. Neuman Senior Center 86

Askov-Dr. Eunice N.
Institute for the Study of Adult Literacy 3

Askov-Dr. Eunice N.
Institute for the Study of Adult Literacy 60

Askov-Dr. Eunice N.
Institute for the Study of Adult Literacy 107

Bell-Eleanora S.
Northampton Community College Adult Literacy 16

Bender-Donald M.
Bureau of Corrections Education 93

Biles-James J.
Lutheran Children & Family Services 38

Block-Donald G.
Greater Pittsburgh Literacy Council 62

Brandt-Rose
Center for Literacy, Inc. 1

Brane-Carol M.
Chester County Intermediate Unit 7

Branson-John P.
Chester County Intermediate Unit 24 37

Burke-Lynne
Greater Erie Community Action 17

Carvalho-Millicent
LaSalle University Urban Studies Center 71

Cooper~Donna
Mayor's Commission on Literacy 58

Cooper~Donna
Mayor's Commission on Literacy 67

Cooper~Dr. Richard
Center for Alternative Learning 76

Cooper~Dr. Richard
Center for Alternative Learning 81

Covert~Barbara J.
Employment & Training, Inc. 112

Craig~Dr. Helen
Western Pennsylvania Center for the Deaf 35

Detwiler~Richard G.
Indian Valley Opportunity Committee 29

Duff~Carol
CIU 10 Development Center for Adults 6

Eckardt~Sister Mary Ellen
IHM Literacy Center & GED Center 98

Eisenreich~Mary Ann
South Hills Literacy Improvement Center 110

Fluke~David W.
Adult Education Linkage Services 111

Forsythe~Cathy
Mifflin County Library 74

Gacka~Dr. Richard
Northwest Tri-County Intermediate Unit 5 48

Gacka~Dr. Richard
Northwest Tri-County Intermediate Unit 5 59

Gaul~Patricia R.
Delaware County Literacy Council 77

Glantz~Michael
CIU 10 Development Center for Adults 104

Goertzel~Carol
Lutheran Settlement House Women's Prog. 32

Goertzel~Carol
Lutheran Settlement House Women's Prog. 44

Goertzel-Carol
Lutheran Settlement House Women's Prog. 46

Gordon-Daryl
Lutheran Settlement House Women's Prog. 14

Hawk-Kim
Fayette County Community Action Agency 4

Hawk-Kim
Fayette County Community Action Agency 11

Herr-Linda
Lycoming County Library Adult Literacy 102

Herr-Linda
Lycoming County Library Adult Literacy 103

Hoenstine-Linda
Huntingdon County Adult Coalition 27

Hohensee-Mary
LVA Lancaster-Lebanon Literacy Council 39

Hohensee-Mary
LVA Lancaster-Lebanon Literacy Council 54

Hyman-Donna B.
CIU 10 Development Center for Adults 56

Jendrey-Mary
Alle-Kiski Literacy Council 21

Kerrick-Joyce Packard
Lackawanna Junior College 31

Kerrick-Joyce Packard
Lackawanna Junior College 61

Kindig-Monica
Mid-State Literacy Council 42

Kladny-Ana
Butler County Community College 75

Kline-Kathy
Chester County Intermediate Unit 24

Lawrence-Phyllis
Opportunities Industrialization Center 53

Lazar-Meryl K.
University of Pittsburgh 80

Leahy~Dr. Meredyth A.
Cabrini College 66

Lewis~Linda L.
Literacy Consortium of Allegheny County 34

Lindquist~Mary
Crawford County Literacy Council, Inc. 109

Lipiec~Joan
Lehigh County Community College 100

Lipiec~Joan
Lehigh County Community College 106

Mangie~Bernadette
BCALMC, Beaver Co. Labor Mgt. 48

McCrossan~Dr. Linda V.
Adult Literacy Ctr. of Lehigh Valley 97

McCrossan~Dr. Linda V.
Adult Literacy Ctr. of Lehigh Valley 108

McDevitt~Ellen
South Hills Literacy Improvement Center 28

Miller~Pieter
Reading Area Community College 26

Molek~Carol
TIU 11 Adult Education & Job Training 8

Molek~Carol
TIU 11 Adult Education & Job Training 30

Molek~Carol
TIU 11 Adult Education & Job Training 63

Molek~Carol
TIU 11 Adult Education & Job Training 72

Molek~Carol
TIU 11 Adult Education & Job Training 85

Molek~Carol
TIU 11 Adult Education & Job Training 90

Molek~Carol
TIU 11 Adult Education & Job Training 95

Monteith~Philip B.
Lincoln Intermediate Unit 12 40

Mooney~Dr. Barbara
Washington-Greene Community Action 25

Mooney~Dr. Barbara
Washington-Greene Community Action 79

Mooney~Dr. Barbara
Washington-Greene Community Action 82

Mundie~Karen
Greater Pittsburgh Literacy Council 15

Neuman~Susan
Temple University - College of Education 57

Njie~Valerie
Bidwell Training Center, Inc. 52

Palko~Lawrence
Schuylkill Intermediate Unit 29 51

Passanante~Johanna
V.I.T.A. Literacy Center of Bucks County 33

Potter~Marilyn
Susquehanna Co. Volunteer Literacy Coun. 70

Preston~Jamison
Center for Literacy, Inc. 87

Quigley~Dr. Alan B.
Institute for the Study of Adult Literacy 5

Quigley~Dr. Allan B.
Institute for the Study of Adult Literacy 68

Rance-Roney~Dr. Judith
Lehigh University 65

Rance-Roney~Dr. Judith
Lehigh University 94

Reiff~Tana
New Educational Projects, Inc. 23

Reiff~Tana
New Educational Projects, Inc. 49

Rettig~Julianne D.
ARIN Adult Learning Center 78

Rhodes~Douglas
Educational Testing Service 50

Rishell-Sally J.
Greene County Library System's Adult 84

Rohrer-Barbra E.
Greene County Library System's Adult 83

Royce-Dr. Sherry
Royce & Royce, Inc. 22

Royce-Sherry
Royce & Royce, Inc. 92

Shafer-Dehra W.
WPSX-TV Adult Literacy Project Unit 43

Smith-Dr. Beverly
Catholic Charities 64

Smith-Dr. Beverly
Catholic Charities 113

Smith-Dr. Beverly
Catholic Charities 92

Smith-Dr. Beverly
Catholic Charities 89

Spencer-Sherry
Tutors of Literacy in the Commonwealth 99

Spencer-Sherry
Tutors of Literacy in the Commonwealth 101

Statsman-Diana
Scranton Council for Literacy Advance 69

Strain-Richard
Bethlehem Area Chamber of Commerce 105

Strunk-Sandra J.
Lancaster-Lebanon IU 13 45

Talboys-Marilyn
Susquehanna Co. Volunteer Literacy Coun. 73

Tempestini-Daniel
School District of Erie 96

Thuy-Vuong G.
Indochinese-American Council 12

Thuy-Vuong G.
Indochinese-American Council 88

Turrentine-Haywood
Chester County Intermediate Unit 13

Walls-Yvette
Center for Literacy, Inc. 18

Welliver-M. Margaret
State College Area School District 55

Whitmore-Robert
Manito, Inc. 10

Wilson-Monty
Center for Literacy, Inc. 9

Woods-Nancy
Adult Literacy Action 2

Woodyard-Jeffrey
Tri-County Opportunities Industrialization 36

Woodyard-Jeffrey
Tri-County Opportunities Industrialization 41

INDEX BY AGENCY

Adult Education Linkage Service 112
Adult Literacy Action 2
Adult Literacy Center of the Lehigh Valley 108
Adult Literacy Center of the Lehigh Valley 97
Alle-Kiski Literacy Council 21
ARIN Adult Learning Center 78
BCALMC, Beaver Co. Area Labor-Management Committee 48
Bethlehem Area Chamber of Commerce 105
Bidwell Training Center, Inc. 52
Bureau of Corrections Education 93
Butler County Community College Adult Literacy 75
Cabrini College 66
Catholic Charities 65
Catholic Charities 113
Catholic Charities 91
Catholic Charities 89
Center for Alternative Learning 76
Center for Alternative Learning 81
Center for Literacy, Inc. 1
Center for Literacy, Inc. 9
Center for Literacy, Inc. 18
Center for Literacy, Inc. 87
Chester County Intermediate Unit 24 7
Chester County Intermediate Unit 24 13
Chester County Intermediate Unit 24 24
Chester County Intermediate Unit 24 37
CIU 10 Development Center for Adults 6
CIU 10 Development Center for Adults 56
CIU 10 Development Center for Adults 104
Crawford County Literacy Council, Inc. 109
Delaware County Literacy Council 77
Dr. Gertrude A. Barber Center 19
Educational Testing Service 50
Employment & Training, Inc. 112
Fayette County Community Action Agency, Inc. 4
Fayette County Community Action Agency, Inc. 11
Greater Erie Community Action Committee 16
Greater Pittsburgh Literacy Council 15
Greater Pittsburgh Literacy Council 63

Greene County Library System's Adult Literacy 83
Greene County Library System's Adult Literacy 84
Huntingdon County Adult Coalition 27
IHM Literacy Center & GED Center 98
Indian Valley Opportunity Committee 29
Indochinese-American Council 12
Indochinese-American Council 88
Institute for the Study of Adult Literacy 3
Institute for the Study of Adult Literacy 5
Institute for the Study of Adult Literacy 60
Institute for the Study of Adult Literacy 68
Institute for the Study of Adult Literacy 107
JCC's David G. Neuman Senior Center 86
Lackawanna Junior College 31
Lackawanna Junior College 61
Lancaster-Lebanon IU 13 45
LaSalle University Urban Studies Center 71
Lehigh County Community College 100
Lehigh County Community College 106
Lehigh University 65
Lehigh University 94
Lincoln Intermediate Unit 12 40
Literacy Consortium of Allegheny County 20
Literacy Consortium of Allegheny County 34
Lutheran Children & Family Service 38
Lutheran Settlement House Women's Program 14
Lutheran Settlement House Women's Program 32
Lutheran Settlement House Women's Program 44
Lutheran Settlement House Women's Program 46
LVA Lancaster-Lebanon Literacy Council 39
LVA Lancaster-Lebanon Literacy Council 54
Lycoming County Library System Adult Literacy 102
Lycoming County Library System/Adult Program 103
Manito, Inc. 10
Mayor's Commission on Literacy 58
Mayor's Commission on Literacy 67
Mid-State Literacy Council 42
Mifflin County Library 74
New Educational Projects, Inc. 23
New Educational Projects, Inc. 49
Northampton Community College Adult Literacy 16
Northwest Tri-County Intermediate Unit 5 48
Northwest Tri-County Intermediate Unit 5 59

Opportunities Industrialization Center (OIC) 53
Reading Area Community College 26
Royce & Royce, Inc. 22
Royce & Royce, Inc. 92
School District of Erie 96
Schuylkill Intermediate Unit 29 51
Scranton Council for Literacy Advance 69
South Hills Literacy Improvement Center 28
South Hills Literacy Improvement Center 110
State College Area School District Community 55
Susquehanna County Volunteer Literacy Council 70
Susquehanna County Volunteer Literacy Council 73
Temple University - College of Education 57
Tri-County Opportunities Industrialization Center 36
Tri-County Opportunities Industrialization Center 41
Tuscarora IU 11 Adult Education & Job Training 8
Tuscarora IU 11 Adult Education & Job Training 30
Tuscarora IU 11 Adult Education & Job Training 63
Tuscarora IU 11 Adult Education & Job Training 72
Tuscarora IU 11 Adult Education & Job Training 85
Tuscarora IU 11 Adult Education & Job Training 90
Tuscarora IU 11 Adult Education & Job Training 95
Tutors of Literacy in the Commonwealth 99
Tutors of Literacy in the Commonwealth 101
University of Pittsburgh 80
V.I.T.A. Literacy Center of Bucks County 33
Washington-Greene Community Action Corporation 25
Washington-Greene Community Action Corporation 79
Washington-Greene Community Action Corporation 82
Western Pennsylvania Center for the Deaf 35
WPSX-TV Adult Literacy Project Unit 43